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THIS WAS A STUDY OF SELF AND ROLE CONCEPTION, OF THE CHILDHOOD RELATIONSHIPS FROM WHICH THEY WERE FORMED, AND OF THE CHANGES WHICH TOOK PLACE AS A RESULT OF PRACTICE TEACHING AND FIRST-YEAR TEACHING. A QUESTIONNAIRE WAS USED TO RECORD THE PROSPECTIVE TEACHER'S CONCEPTIONS OF HERSELF, HER ROLE, AND HER IMAGES OF PEOPLE WHO INFLUENCED HER DEVELOPMENT. (LP)

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STUDENT AND FIRST YEAR TEACHERS' ATTITUDES TOWARD SELF AND OTHERS

August 1966

U.S. DEPARTMENT OF
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STUDENT AND FIRST YEAR TEACHERS' ATTITUDES TOWARD SELF AND OTHERS, FINAL REPORTS

Cooperative Research Project No. 1503

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University of Chicago
Chicago, Illinois

1966

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PREFACE

This is a study of human development, in particular of the development of teachers. It has an ancient history for us. Since we have grown up to become teachers, our personal interest in teacher development is as old as we are.

Wright's professional interest in studying teachers grew out of his work as a residential child care worker at the Orthogenic School. His own experiences motivated him to study the attitudes that other child care workers had toward emotional involvement (1954, 1955, 1957a, 1957b, 1958a) and later to explore the various motives that prompt people to enter teaching (1958b, 1959, 1960, 1961).

Tuska's interest developed out of her experience first as a student and later as a school psychologist. This drew her to a concern for how identity developed and how the identity of the teacher shaped personality development in pupils.

Our work together began in 1960. Out of common interests we became involved in a series of discussions about identification, and the role it played in becoming a teacher. Dr. Barbara Sherman, who had been a junior high school teacher and was at this time a graduate student worked with us. She had just embarked on a study of teachers' identifications with childhood authority figures (1962), and was in the process of developing an instrument which was later adapted for use in the present study.

Our discussions began with the theory of identification. We gave special attention to the work of Melanie Klein and Charles Horton Cooley. We wanted to know what Klein had discovered about psychological development in the earliest years of life, and what parallels could be found between psychoanalytic and social psychological theory.

Later we analyzed a series of personal anecdotes obtained from teachers and from others not interested in teaching. We began to wonder if the early interpersonal relations of those who became teachers were systematically different from the relations of those who did not. It seemed to us that teaching offered a unique opportunity to reinforce the resolution of childhood conflicts through identifications with parents and teachers, and to re-enact unresolved conflicts vicariously through identifications with pupils. The concept of identification helped us to integrate the childhood causes of the teacher's motivation to teach, and the adult consequences in teaching behavior of earlier relationships.

As we examined the subjective experiences expressed in personal anecdotes, we also compiled a bibliography of theoretical and empirical work on the topic of identification. The empirical studies made it clear that while the idea of a child modeling himself after his parents is as old as the family of man, and "identification" as an explicit psychological concept is at least as old as Freud's Interpretation of Dreams, the systematic observation and explanation of objective indicators of identification was yet to be born. We were struck in particular by the lack of relation between observation and theory.

The typical quantitative approach to identification was in terms of global similarity over a set of items. This similarity was usually evaluated with one figure at a time, and measured in terms of the scale distance between answer patterns. Studies by Gray (1958), Bieri, Lobeck, and Galinsky (1959), and Bieri (1960) are examples. The reduction of specific item similarities to one global score neglects the conception that identification is something more than an undifferentiated global phenomenon. The global score fails to indicate in what way two people are similar and in what way they are not. It assumes that there is but one dimension, and that the set of items used in the measuring instrument are an undifferentiated sample of that dimension. The global score neglects the idea that identification with "parts" of people as well as with "wholes" is a crucial aspect of development (Klein, 1938, pp. 33-34; Erikson, 1959, p. 112). When theoretical discussions (Kagan, 1958; Wright, 1959; Bronfenbrenner, 1960; and Slater, 1961) specify contrasting identifications based on contrasting qualities then identification with particular qualities of an individual must be examined empirically.

We wanted better integration between theory and observation. We also wanted a method more amenable to objective analysis than our subjective anecdotes. The connotative and denotative rating scales Sherman (1962) was using in her study of middle school teachers looked promising for the discrimination of personal and professional identity. A second study by Tuska (1963) was beginning to show that these methods were also useful for discriminating the personal and professional identity patterns of student teachers from those of women who had no interest in teaching. It was at this point that the present study of teachers was begun.

Benjamin D. Wright
Shirley A. Tuska

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CHAPTER I

THE PROBLEM

The inclination to teach originates at home under the influence of parents, is augmented and shaped in school by the influence of teachers, and, for those who become teachers, is crystallized during practice teaching and the first years of professional experience. The earliest encounters between child and mother are the roots of future feelings about adult-child relations. Satisfactions and frustrations experienced then set the stage for subsequent attitudes toward teachers and teaching. In school the child meets concrete examples of what it is like to be a teacher. Experiences with loved and hated teachers make their mark. When the student enrolls in teacher training the kind of teacher she tries to become is shaped by this heritage of childhood experiences and examples.

During practice teaching the student teacher begins to discover what she is capable of. She experiments with trial versions of her professional self. She tries to conform to the expectations of what she ought to be and to emulate the models she wants to be like. During the first year of teaching this fledgling professional identity receives its decisive test. The childhood dreams of becoming a teacher and the experiments of practice must be adapted to the demands of regular teaching or the young teacher cannot succeed. While there are significant contributions to the development of professional identity in all periods of the prospective teacher's life, the last year of teacher training and the first year of experience are crucial for the crystallization of professional identity. This is the period of development examined in this research.

The research has four purposes:

1. To see if childhood experiences with parents and teachers are related to teaching plans;
2. To see how women planning to teach at different grade levels differ in their attitudes toward self and others;
3. To find out what part admired teachers play in the professional development of prospective teachers; and
4. To see how attitudes toward self and teaching are changed after practice teaching, and after the first year of experience.

Related Research

Childhood Relationships

The relevance of teachers' identifications to the psychology of becoming a teacher is suggested by both anecdotal (Symonds, 1943, 1944, 1950, 1954; Wright & Bettelheim, 1957; Wright, 1958b, 1959, 1960, 1961) and survey (Sherman, 1962; Tuska, 1963; Wright & Sherman, 1963) research. Anecdotal studies of the personality of teachers show that teachers think and act in the classroom in ways closely related to those of their parents and former teachers. This is an indication that a teacher's behavior is influenced, perhaps even governed, by identifications with parents and teachers. It suggests that the central question in the study of teacher personality is not what but who is the teacher? Who are the images that have become the teacher's models of behavior, and how do they influence her? How are they woven into the fabric of the teacher's personality?

The point of view underlying this approach is that adult identity is an integration of identifications formed during childhood (Erikson, 1950, p. 228; 1959, pp. 112-13). To make the study of this phenomenon practical, teachers' current descriptions of childhood figures are assumed to express the residue of feelings aroused by their childhood experiences with these figures.

Sherman (1962) had 40 women middle school teachers describe themselves on a set of simple adjective-pairs presented in the form of a semantic differential, and compared these self ratings with their descriptions of mother, father, and best-liked childhood teacher on the same instrument. She found that moral strength in the teacher's self-conception was associated with her image of mother, while intellectual strength was associated with her image of father. The degree to which a teacher saw herself as relaxed and responsive depended more on her image of a best-liked childhood teacher than on her image of either parent. This led Sherman to speculate that it was with good teachers rather than parents that teachers enjoyed their best childhood relationships.

Tuska's (1963) study of 94 women in teacher training suggests a different theory. Using a semantic differential similar to Sherman's, Tuska also found that moral strength was associated with the image of mother and intellectual strength with the image of father. But the degree to which Tuska's prospective teachers saw themselves as warm and satisfied was significantly associated with the degree to which they saw these qualities in their fathers.

Sherman speculated that a cool relationship with parents had been compensated for by a warm relationship with teacher. But Tuska found that a warm relation with father characterized prospective teachers. In that case the motive for teaching would not arise out of an attempt to compensate for a deprived family experience, but out of an attempt to relive and thus to retain an enjoyed father-daughter relationship.

One limitation of Tuska's (1963) study was that she did not distinguish between elementary and secondary trainees. Several studies (Callis, 1950; Kearney & Roochio, 1955; Lindgren & Patton, 1958) have suggested that elementary teachers are more "love-oriented," and secondary school teachers more "mastery-oriented." Another issue which deserves attention concerns the situations in childhood out of which identifications develop. We believe that childhood relations play an important part in the development of teachers.

Attitudes toward Self

Very little is known about the self-concepts of teachers at different teaching levels. But there have been a number of studies of teachers' attitudes toward children. The instrument most frequently used is the Minnesota Teacher Attitude Inventory. The MTAI is a 150-item single score schedule in which item responses on a five-point scale are keyed in terms of "desirable" teacher attitudes. The inventory is designed to measure "those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships" (Cook, Leeds, & Callis, 1951, p. 3). Higher scores are assumed to signify greater warmth and permissiveness with children. The norms for this inventory differentiate between students in early childhood, elementary, and secondary education. For both beginning juniors and graduating seniors, the scores recorded by prospective teachers at the early childhood and elementary school levels are higher than scores recorded by those at the secondary school level. These scores suggest that persons who elect to teach younger children are more interested in emotional rapport with their pupils.

Kearney and Roochio (1955) studied differences in MTAI scores between 587 teachers who taught all subjects to the same pupils in self-contained classrooms, and 52 teachers who taught different pupils in art, home economics, industrial arts, music, and physical education.

> Teachers who have pupils for longer periods during the day are interested not only in the pupil's acquisition of subject matter, but also are concerned with the pupil's whole personality which demands knowledge of the pupil's home background, his physical and mental health, and his outside activities. On the other hand, teachers of "special" subjects think in terms of the subject matter to be covered rather than the development of a self-directing personality in their pupils (Kearney & Roochio, 1955, p. 359).

Since secondary teachers specialize while elementary teachers, particularly in the lower grades, have the same children all day, we would expect similar differences between elementary and secondary teachers.

Lindgren and Patton (1958) also found that secondary teachers had less favorable attitudes toward children than elementary teachers. They used a 50-item questionnnaire dealing with teacher-child relationships. Items that descriminated between the elementary and secondary teachers suggested that the secondary teachers were more concerned about subject matter, restriction, control, competition, and punishment. When Wandt (1952) studied the attitudes of 240 elementary and secondary teachers toward administrators, supervisors, parents, and pupils, he found that the secondary group had significantly less favorable attitudes toward all four figures.

In all of these studies the elementary teachers have more favorable attitudes towards others than the secondary teachers. In view of this we might expect them also to have more favorable attitudes towards themselves. Where do these attitudes come from? Do these differences between elementary and secondary teachers stem from differences in the way they were treated by others in the past? We do not know of any studies which deal with this important question. That is why we explore childhood relationships and current perceptions of persons like mother, father, and best-liked teacher in the chapters that follow. Our point of view is that relationships with important persons in the past determine attitudes toward self and others in the present.

Role Expectations

Several studies have suggested that a dynamic image of being a teacher is associated with choosing teaching as a career, while a mechanical image is associated with avoiding it. Richey and Fox (1948) asked college freshmen to consider all of the people they knew well in the community, and to compare public school teachers as a group with these individuals on 24 characteristics. There were significant discrepancies between the evaluations made by 100 freshmen who planned to become teachers and those made by 695 freshmen not planning to teach. Fewer than 20 percent of those planning to teach ranked teachers below average with respect to others in the community on any of the characteristics. But more than 20 percent of those not planning to teach ranked teachers below average on the characteristics of happiness, magnetism, open-mindedness, and originality (Richey & Fox, 1948, p. 26). When the 24 characteristics were ranked according to favorableness of opinions toward teachers, it was found that those not planning to teach put "industriousness" first, and "culture" fourth, while those planning to teach put "culture" first, and "industriousness" eighth (Richey & Fox, 1948, p. 29). Among those planning to teach, the image was that of a strong, but human teacher; among those not planning to teach, an industrious, but mechanical one.

Tuska also found structure and discipline emphasized among a group of 20 women not planning to become teachers. These women ranked 24 reasons for not wishing to teach in order of importance to them. The items ranked most important were "There are too many administrative problems connected with teaching like maintaining study halls, taking lunch room duty, keeping attendance records, and the like"; "Teaching is distasteful because there are too many disciplinary problems; parents simply won't back the teacher up"; "The adults that one meets in the teaching profession are not stimulating"; and "Teaching tends to put one in a rut; it makes one dogmatic and domineering." These reasons for not teaching suggest that structure and discipline are dominant in the image of teaching among women not planning to teach.

Tuska (1963, p. 64) compared ratings of the concept Me as a Teacher made by her 94 prospective teachers with ratings on the same concept made by 50 women not planning to teach. The results suggest that the ability to imagine oneself becoming a more effective and a more expressive person in the teaching role is important for identification with teaching. When women not planning to teach projected themselves into the teaching role they saw themselves becoming more "sharp," "neat," and "cool" than did women who wanted to become teachers; that is, they imagined themselves becoming controlled rather than expressive. When the women in teacher training projected themselves into the teaching role, on the other hand, they saw themselves becoming more "active," "elegant," "fancy," "cheerful," "happy," "generous," and "stable"; that is, more individualistic and more expressive. Thus, it is the accentuation of expressive opportunities in their image of the teaching role which distinguishes the prospective teachers.

The Teaching Model

The influence of teachers and parents in the selection of teaching as a profession has long been recognized. Austin (1931, p. 89) reported that of 284 British adolescents who wanted to teach, 48 percent mentioned the influence of a teacher or relative. Seagoe (1952, p. 680) matched 122 college juniors and seniors who were studying to be teachers with the same number who were not, and asked "Have you ever wished to be just like a teacher?" Those who were studying to be teachers mentioned twice as many teachers that they wished to be like as those who were not. And Jantzen (1959, p. 14) found that 55 percent of 458 college women rated the "enthusiasm of a former teacher" as a reason for selecting teaching as a profession. But while these studies support the notion that former teachers play an influential part in becoming a teacher, they do not identify who the teacher model is or explain how the teacher model is important.

Tuska (1963) found among her prospective teachers that self-conception was correlated positively with the images of mother and good teacher on elegance and neatness, but with the images of father and good teacher on smartness, kindness, cheerfulness, and stability. This suggests that the professional ideal, good teacher, combines qualities of the self derived from parents, and that each parent makes their own contribution. On the other hand, Sherman (1962) found that while there was a positive correlation between the way her middle school teachers described themselves personally and the way they described their mothers, when it came to teaching behavior the significant relation was between the way they described themselves and their descriptions of their best-liked teachers.

Anecdotal studies (Wright, 1958b, 1959, 1960, 1961) suggest that teachers' self-confidence and strength, their enthusiasm, their masterfulness, their friendliness and encouragement, and the satisfaction and pleasure they exhibit over their students' success are important in influencing students to become teachers. One of the aims of this study is to find out in what way the teaching model comes from parents, and what characteristics of admired teachers make them important as models for prospective teachers.

Changes in Attitudes toward Self and Role

Forty percent of the students who begin teacher training abandon their program before graduation (Iffert, 1958; Levine, 1960). Many who complete their training abandon teaching after the first year of experience. Why does this happen? What causes qualified teachers to leave teaching? A number of studies have been made on the changes that take place in young teachers' attitudes as they progress through practice teaching and the first year of experience.

Howard (1961) used the Edwards Personal Preference Schedule to study changes among 88 women during elementary teacher training at the University of Chicago. Six of the fifteen needs measured changed significantly. Exhibition, Autonomy, and Heterosexuality increased. Abasement, Endurance, and Intraception decreased. These changes suggest that the young women have become more self-centered, less subject to the demands of conscience, less inclined to work at jobs until they are finished,and less inclined to understand how others feel. Howard also observed a significant change in attitudes toward discipline. Before practice teaching students expressed uncertainty about the item, "Children need and should have more supervision and discipline than they usually get." But after practice teaching they rejected it. Before practice teaching students felt it was "probably good" to keep study halls absolutely quiet, but after practice teaching they expressed uncertainty as to whether this was a good or bad practice.

Sandgren and Schmidt (1956) used the MTAI before and after practice teaching with 393 trainees at a midwestern state teachers' college. They found a significant increase in attitudes favorable to children after practice teaching. Callis (1950) used a precursor of the MTAI to study attitude changes over a 6-month period among 175 juniors, 147 seniors, and 137 beginning teachers at the University of Minnesota. He found a significant increase in permissive and supportive attitudes toward children among juniors, little change among seniors exposed in the interim to practice teaching, and a significant decrease among graduates after six months of teaching. Day (1959) found that the MTAI scores of 154 Florida State University seniors were somewhat lower after practice teaching and that there was a significant decrease in MTAI scores for 109 graduates after their first year of teaching. In contrast, the scores of 37 teacher training graduates who did not enter teaching showed no significant change.

A decline in MTAI scores was also found among 343 graduates of four New York City Municipal Colleges after three years of teaching experience (Rabinowitz

& Rosenbaum, 1960). Item-by-item inspection of their responses showed that the greatest decrease came in attitudes towards classroom discipline and academic standards.

> Taken at face value, the changes in response indicate that in the three years between testings the teachers became less concerned with pupil freedom and more concerned with establishing a stable, orderly, classroom in which academic standards receive a prominent position. The change was accompanied by a decline in the tendency to attribute pupil misbehavior or academic difficulty to the teacher or the school (Rabinowitz & Rosenbaum, 1960, p. 317).

While it is not clear from these studies what happens to attitudes during practice teaching, it does seem that attitudes become less favorable during the first years of experience. This is an important phenomenon. It needs to be understood. The psychological issues involved in the formation of these attitudes and in their change need to be studied.

Basic Questions Examined in this Research

The main subjects of this research are prospective lower, middle, and high school teachers. The first part of the research examines recollections of childhood relationships with parents and teachers. The basic questions are:

1. In what way are the childhood relationships which prospective teachers recall different from the relationships recalled by non-teaching women?

2. What theory of identification is suggested by the childhood relationships reported by the various types of women?

3. How do current descriptions of parental images fit into this picture?

The purpose of these questions is to discover whether there are patterns of childhood relationships and perceptions of parents which predispose a woman not only to teach, but to teach at a specific grade level.

The second part of the study examines how women planning to teach lower, middle, and high school feel about themselves and the role of teacher. The basic questions are:

1. How do the self-images for women planning to teach lower, middle, and high school differ from the self-images of non-teaching women and experienced teachers at the same levels?

2. What fantasies do prospective teachers have about how they will realize themselves in teaching? What enhancements do they anticipate will accrue to them from the role of teacher?

The aim of these questions is to find out why women want to teach.

The third part of the study focuses on recollections of an admired teacher and their relationship to recollections of parents and current images of self. The basic questions are:

1. Is there a relationship between the time the prospective teacher recalls having an admired teacher and the level at which she plans to teach?
2. How do recollections of this teacher relate to feelings about self and self as a teacher?

The purpose of these questions is to find out in what way the admired teacher is a model for the prospective teacher.

The fourth part of the study analyzes changes in feelings about self and self as a teacher during practice teaching and the first year of experience. The basic questions are:

1. How are feelings about self and self as a teacher changed after practice teaching?
2. How are these feelings changed after the first year of teaching?
3. Which changes occurring during practice teaching flourish, which perish during the first year of teaching?

The purpose of these questions is to discover what kind of challenges women at different teaching levels face during their practice teaching and their first year of experience.

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CHAPTER II

THE CONSTRUCTION OF THE TEACHING ATTITUDES QUESTIONNAIRE

Identity and Identification

This study is based on the theory that images of self, teaching roles, and significant others are important manifestations of the motivation to become and remain a teacher, and that in order to help young women succeed in the field of teaching it is useful to know what course these attitudes follow as prospective teachers progress through training and the first years of experience.

Image of self, often referred to as "identity," is the product of the relationships that have taken place between the subject and significant others in her environment. This image is formed from a more or less integrated accumulation of identifications with others which begins very early in life, perhaps at birth, and continues into maturity.

There are several phases in the development of identity for the prospective teacher: early childhood, later childhood and adolescence, teacher training, and finally teaching. This study is focused on teacher training and the first year of teaching. But it includes a consideration of the emotional residue of experiences with parents and teachers in earlier phases in so far as the images and recollections which the adult currently holds of early authority figures represent the residue of these earlier interactions.

The logic of exploring this residue of experiences with others follows the view that

> ...the ego is a precipitate of abandoned object cathexes, and contains a record of past object choices (Freud, 1927, p. 36).
>
> Identity...depends...on the recognition that there is an inner population of remembered and anticipated sensations and images which are correlated with the outer population of familiar things and people (Erikson, 1950, p. 219).

Our study explores the relationship between this emotional residue of childhood experiences and teaching plans.

The Significance of Self-Report in the Study of Identity and Identification

The essential problem of measurement was to record and quantify feelings experienced in relation to self and significant others.

We might have asked subjects to describe how they felt about themselves and these others. Some would have written at length and their statements would have contained unique insights. But others would have had difficulty expressing themselves. Subjects with modest vocabularies would not have been able to communicate as richly as those with extensive vocabularies. Similar expressions would not have been used, nor would similar words. Because of this, subjects' written statements would not have given a uniform indication of the meanings which the self or significant others had for them. It would have been hard to make objective comparisons among descriptions. The information would have been difficult to quantify for the study of changes.

Problems such as these led Osgood and others to explore the measurement of meaning. They reasoned that,

> ...words represent things because they produce in human organisms some replica of the actual behavior toward these things, as a mediation process...
> The meaning which different individuals have for the same signs will vary to the extent that their behaviors toward the things signified have varied. This is because the composition of the representational process -- which is the meaning of the sign -- is entirely dependent upon the nature of the total behavior occurring while the sign is being established (Osgood, Suci, & Tannenbaum, 1957, pp. 7-9).

As a result they developed the semantic differential, a measuring technique based on the idea that the meanings inherent in language are symbolic representations of experience, and that words evoke as well as manifest a replica of feelings experienced in relation to ourselves and others. Subjects' responses to linguistic signs reflect the "residue" which has developed out of previous interpersonal experience.

> We come to know about other people and about ourselves by watching not only the interplay of action, but also that of thought and feeling. As we perceive and remember sensuous images of gesture, voice, and facial expression, so at the same time we record the movements of thought and feeling in our consciousness, ascribe similar

> movements to others, and so gain an insight into their minds...The process is stimulated and organized by language and -- indirectly, through language -- by the social heritage from the past. Under the leading of words we interpret our observation, both external and introspective, according to patterns that have been found helpful by our predecessors. When we have come to use understandingly such words as "kindly," "resolute," "proud," "humble," "angry," "fearful," "lonesome," "sad," and the like, words recalling motions of the mind as well as of the body, it shows that we have not only kept a record of our inner life, but have worked up the data into definite conceptions which we can pass on to others by aid of the common symbol (Cooley, 1930, pp. 298-299).

If the "residue" can be communicated by means of the common symbol, how does the semantic differential serve as an instrument for eliciting the expression of this residue?

> It is the nature of the mind to form standards of better or worse in all matters toward which its selective activity is directed...We cannot view things in which we are interested without liking some and disliking others; and somewhat in proportion to our interest is our tendency to express these likes and dislikes by good and bad or similar words. And since there is nothing that interests us so much as persons, judgments of right and wrong regarding them have always been felt and expressed with peculiar zest and emphasis (Cooley, 1902, pp. 372-373).

Prior studies bring out promising features of the semantic differential as an instrument for the investigation of our problem. Ratings on simple dichotomous word-pairs have been found to discriminate subjects who differed on the Taylor Manifest Anxiety Scale (Lazowick, 1955), and to reflect shifts in identification in response to psychotherapy (Johnsgard and Newman, 1961). The work of Peterson (1961), Sherman (1962), and Tuska (1963) provides direct evidence for the usefulness of the semantic differential with prospective teachers.

Who is Important in the Study of Identity and Identification

The choice of persons to be rated by the subjects in this study was determined by two questions: (1) Who are the people likely to have contributed most to the prospective teacher's personal and professional identity? and (2) What will best elicit the prospective teacher's images of her own personal and professional self?

Parents have the earliest and most lasting influence on the personality development of the child (Erikson, 1950, pp. 219-33; Freud, 1927, p. 39; Klein, 1938, p. 39). For this reason, two of the three significant others investigated were My Mother and My Father.

The selection of the third person, a teacher, was based on the theory and observation that teachers, especially during the early grades, often become parental surrogates to the child (Buxbaum, 1945, pp. 355-358), and in later grades become ego-ideals (Stern and Scanlon, 1958). The selection of a teacher was also based on survey (Austin, 1931; Seagoe, 1952; Jantzen, 1959) and anecdotal (Wright, 1958b, 1959, 1960,

1961) findings which bring out the influence of former teachers in a person's selection of teaching as a profession.

We considered five possible teacher images: My Teacher, A Good Teacher, My Best Teacher, My Most Capable Teacher, and My Best-Liked Teacher. The first, My Teacher, was open to too many interpretations. Previous studies (Peterson, 1961; Tuska, 1963) suggested that Good Teacher was vulnerable to vagueness. For some subjects Good Teacher seemed to consist of nothing more than a collection of scattered traits which had been met in experience and felt to be worthy. In addition, the data suggested that Good Teacher confounded two issues which are better kept separate in studying the identificatory relationship between self and other. One of these issues is the affective bond. The other is intellectual "know-how" or capability.

We were interested in studying the affective bond, because it is of primary significance for the identificatory process. In identifying, the subject gives her emotional allegiance to the model, and tries to duplicate in her own life the ideas, attitudes, and behavior of this person with whom she is identifying (Stoke, 1950, p. 153).

Best Teacher suffered from the same confounding of love and mastery as Good Teacher and Most Capable Teacher emphasized mastery. This left us with the concept Best-Liked Teacher as the one most likely to bring out the affective component of the identificatory relationship.

What about self-images? How could we best elicit expressions of the personal and professional identity of the teacher? There were two facets of the self-image that we wanted to explore. The first was the individual's personal view of herself. For this, we selected Myself. The second was the subject's specific role conception of herself as a teacher. For this, we selected Me as a Teacher.

The concept Myself reflects primarily those feelings which govern the individual's unique personal response to her environment. The concept Me as a Teacher is more concerned with actions, and prescriptions which define for the individual what form her behavior should follow while she is in the role.

It is important to note that these ratings of self and others are "perceived" measures (Cava and Rausch, 1952; Sopchak, 1952; Gray, 1959; Bieri, Lobeck, and Galinsky, 1959; Bieri, 1960); that is, they involve a subjective referent, based on an image which exists in the mind of the subject. Some studies have used an alternative measure obtained by having the identificatory figure himself respond to the same instrument that is used with the subject (Cass, 1952; Lazowick, 1955; Payne and Mussen, 1956).

Perceived measures were the only ones practical in our study. And we believe that the subjective referent of perceived measures provides the more relevant basis for a study of interpersonal perception and identification.

> So far as the study of immediate social relations is concerned, the personal idea is the real person. That is to say, it is in

> this alone that one man exists for another, and acts directly upon his mind. My association with you evidently consists in the relation between my idea of you and the rest of my mind. If there is something in you that is wholly beyond this and makes no impression upon me it has no social reality in this relation. The immediate social reality is the personal idea; nothing it would seem, could be much more obvious than this (Cooley, 1902, p. 84).

Klein's (1944, p. 65) psychoanalytic case studies show that it is not the real parent, but the introjected image of them which counts in the development of children.

> Indeed it is difficult to understand what "real" object there should exist in addition to the one actually experienced by the child ...We have long since abandoned the old assumption of an objective physical world with absolute qualities of its own (Fuchs, 1937, p. 285).

What is Important in the Study of Identity and Identification

Feelings

We cannot get at the impact of an interpersonal experience with a simple "yes" or "no" answer from the person who has done the experiencing. We have to obtain some record of how the experience has made him feel.

But feelings are difficult to measure. There are two problems involved. The first has to do with the currency of communication, the words or phrases used to represent the impact of an experience. The second has to do with turning these units of meaning into a measuring tool, so that the subject's efforts to express the impact of the experience on him can be represented objectively and coded numerically.

Ebbinghaus and Jung experimented with word association behavior as a method for exploring the skeins of meaning in the human mind. Osgood, Suci, and Tannenbaum (1957) reformulated this device in terms of an attitude scale, the semantic differential, in which the words are chosen by the researcher, and the subject's reaction is scaled.

The words most frequently used by people to describe experiences, and hence, the words most closely related to the meanings which these experiences have are adjectives. In order to determine which adjectives are used most often, Osgood and his associates (1957, p. 33) took 40 nouns as stimulus words for free association and read them to 200 undergraduate students. After each stimulus noun, the students wrote down the first adjective that occurred to them. From this Osgood compiled a list of 100 adjectives paired into 50 sets of polar opposites. These polarities were laid out as scales, and 20 concepts were selected for description. Each scale was set up as a pair of polar adjectives as follows:

rough ___: ___: ___: ___: ___: ___: ___: smooth
(1) (2) (3) (4) (5) (6) (7)

Subjects placed a check mark in that position indicating the direction and intensity of their judgment.

The combination of 50 scales and 20 concepts made up a 1,000-item instrument which was responded to by 100 students. When these responses were factor analyzed the major factor was a GOOD/BAD dimension. Osgood called it Evaluation. It was made up of word-pairs like good/bad, sweet/sour, clean/dirty. The next factor, Potency, was made up of word-pairs like large/small and strong/weak. A third factor, Activity, had word-pairs like fast/slow and active/passive.

Later these dimensions of meaning were articulated into components. Osgood (1957, p. 70), found that scales classified as evaluative produced clusters which could be called "morally evaluative," (clean, fair), "aesthetically evaluative," (sweet, nice), "emotionally evaluative," (calm, smooth) and so forth. He also found that Activity and Potency coalesce into a single factor when concepts of people are rated (Osgood, 1957, 73-74). A factor of Stability as an alternative to Potency was isolated (Osgood, Ware, and Morris, 1961).

In addition to Evaluation, Activity, and Potency, Wright (1958c) identified subsidiary factors called Rigidity, Security, Freshness, and Gentleness.

These factor studies demonstrate that word-pairs can be clustered into groups which share common dictionery meaning and are used with similar connotation to describe a variety of concepts. Moreover, the factors isolated represent the basic evaluations we are accustomed to make in our interpersonal relations.

Tuska (1963) used the factors found in these earlier analyses to select 46 word-pairs for the study of Self, Mother, Father, and Teacher. We used the results from her analyses to select the word-pairs used in our study. Twenty-three of the 26 word-pairs that we selected for use in the questionnaire were maximally loaded on one of Tuska's seven factors, and minimally loaded on the others. The factors and the 23 word-pairs representing them are given in Figure 1.

The word-pair "feminine/masculine" did not classify clearly into any one of these factors. We included it because teaching anecdotes suggested that the concept

ELEGANCE

fancy/plain
elegant/ordinary

NEATNESS

clean/dirty
neat/sloppy

FORCEFULNESS

forceful/retiring
loud/quiet
active/passive
strong/weak

SMARTNESS

bright/dull
sharp/blurry
deep/shallow
clear/vague

KINDNESS

kind/mean
warm/cool
soft/hard
familiar/strange
full/empty
good/bad

CHEERFULNESS

happy/sad
cheerful/solemn
loose/tight

STABILITY

stable/impulsive
smooth/bouncy

Fig. 1 -- Clusters of word-pairs selected from Tuska's study

of bisexuality might have special significance for understanding the psychology of teaching. "Sure/shifting" was included because it was one of the leading characteristics of the Good Teacher found by Peterson (1961). "Responsive/reserved" was included to represent a factor that had been of significance in Sherman's (1962) work.

These 26 adjective pairs formed our currency of communication for the expression of feelings about self as a person and a teacher, as well as feelings about Mother, Father, and Best-Liked Teacher.

Behaviors

The distinction between the evaluation of feelings and the evaluation of behaviors in our study follows Sarbin's (1954, p. 223) differentiation between self and role. He suggested that feelings about self could be inferred from descriptions using qualifying adjectives "such as dominant, self-confident, original, and reverent" (1954, p. 238), while role could be inferred from behaviors (1954, p. 255).

Theoretical descriptions of teacher types by Redl (1955) formed the basis for Sherman's (1962) construction of behaviors for evaluating the role identity of the teacher. The types Sherman used were the Leader and the Tyrant. The Leader strongly sympathizes with children's drives (Redl, 1955, p. 77), while the Tyrant has to impose some kind of capricious order or discipline (Redl, 1955, p. 78).

Sherman (1962) constructed the behaviors as extremes on a dimension of similarity in interests between teacher and child. At one end the Leader teacher is most like the child and helps the child to realize the child's interest. At the other end the Tyrant teacher coerces the child into complying with the teacher's interests.

The scale of items we used is a revision of Sherman's (1962) instrument. This revision includes eight items from her original scale, seven similar items from a study by Gage, Leavitt, and Stone (1955), and three new items not tried out in previous studies.

Twelve of the eighteen items used in our study represent the dimension of psychological distance which contrasts Leader and Tyrant. The sources of these phrase-pairs are given in Figure 2.

"Leader"	"Tyrant"
Sherman (1962)	
Always thinks we'll do well	Always thinks we'll do badly
Acts young	Acts old
Helps us too much	Never helps us
Makes school fun	Makes school boring
Sticks up for us with the authorities	Never sticks up for us with the authorities
Has hardly any rules	Has too many rules
Likes us	Hates us
Gage, Leavitt, and Stone (1955)	
Knows if we are trying	Doesn't know if we are trying
Knows what worries us	Doesn't know what worries us
Knows which students like each other	Doesn't know which students like each other
Never makes students look foolish	Often makes students look foolish
Wright, Sherman, and Tuska (1962)	
Lets us be noisy	Makes us keep quiet
Never looking for trouble	Always looking for trouble

Fig. 2 -- Sources of "Leader-Tyrant" phrase-pairs

Six of the items did not represent either of these types but were included because of their special relevance to teaching. These statements connote the cultural stereotype of the teacher as a person who emphasizes learning. Their sources are given in Figure 3.

Sherman (1962)	
Teaches us a lot	Doesn't teach us much
Gage, Leavitt, and Stone (1955)	
Makes the work too hard	Makes the work too easy
Always knows what mixes us up	Never knows what mixes us up
Makes us want to learn	Makes us not want to learn
Wright, Sherman, and Tuska (1962)	
Inspires us	Doesn't inspire us

Fig. 3 -- Sources of "Teaching" phrase-pairs

Childhood Relationships

Childhood relationships are an important basis of personal and professional identity. They continue to influence adult behavior in the form of residues which have been incorporated into the adult personality. They express themselves in recollections of the past. We wanted to know what residues still remained of relationships between our subjects and the significant others in their environment.

The choice of childhood relationship items was based on distinctions made between different types of identification. The first type has been called "possessive" (Wright, 1959, p. 37) and "anaclitic" (Bronfenbrenner, 1960, p. 16) because it has to do with feeding, care, and protection. It is based on the dependency relation between mother and child. We represented it by the items,

Whom were you closest to?
Who liked you most?
Who wanted to be with you most?
Whom did you like most?
Whom did you want to be with most?
Who made you feel best?
Who let you get your own way most?
Who did the most with you?

These items reflect satisfying experiences. But unsatisfying experiences also occur. While satisfying experiences lead to identifications based on need and love, unsatisfying experiences lead to counteridentifications based on revulsion by or rebellion against the dissatisfying other. Counteridentification is suggested, for example, in Erikson's (1959, p. 129) concept of "negative identity," Greenson's (1954) "struggle against identification," and Winch's (1961, p. 64) "opposite identification." We represented this with the items,

Who disliked you most?
Whom did you dislike most?
Who understood you least?

The second type of identification has to do with personal striving and mastery. Here, the child is not interested in having other people, or being possessed by them. He is interested in being somebody in his own right. He uses others as models to achieve power, competence, and pride. We represented this by the items,

Whom did you admire most?
Who was most successful in life?
Whom did you most want to be like?

The third type of identification is a consequence of experiencing feelings of love, or at least "need," and hate for the same person. Here, the child discovers that he cannot have his own way and that he must concede to other people. In this way he becomes identified with their prohibitions. We represented this type of identification by the items,

> Who frustrated you most?
> Whom did you fear most?
> Who got their own way most?

Two of the childhood relationship items included in the study are not clearly associated with a type of identification. We hoped that they would shed light on the persons who may have taught the prospective teacher and influenced her to become a teacher. They were,

> Who taught you the most?
> Who most influenced you to become a teacher?

The Resulting Questionnaire and Its Scoring

The resulting questionnaire is made up of two types of rating scales. The first consists of 26 bipolar adjective-pairs. The second consists of 18 bipolar phrase-pairs.

The adjective-pairs are used to elicit feelings characteristic of the subject as a person and teacher, as well as her feelings about her Mother, Father, and Best-Liked Teacher.

The phrase-pairs are used to elicit the teacher's conception of herself as a teacher and her Best-Liked Teacher in terms of behaviors characteristic of a teacher's professional identity; that is, behaviors specific to the role of the teacher in the classroom.

Following the measurement procedure used by Osgood (1957, p. 76-85), we represented the meaning units as polar terms and interposed between these poles a rating scale along which the subject could place herself. Osgood used seven rating points in his semantic differential. Our scale was limited to six points. The neutral point in the center of the scale was excluded so that subjects would be encouraged to take a stand on one side or the other.

In order to transform a subject's rating on this six-point scale into a measure of his response to the item we establish a metric in which to code the scale positions. To do this we must assume that the scale positions and words defining the ends of the scale have approximately similar meaning from person to person. In a study of the multiplicative effects of adverbs, Cliff (1959, p. 39) found that "slightly," "rather" and "very" have average multiplicative values of approximately 0.5, 1.0 and 1.5. It is reasonable to expect subjects to respond in the same way to the ordinal relation among these adverbs. With respect to the intervals between them, Abelson and Tukey (1959) have shown that only rather gross mis-scaling of interval size has a significant effect on comparisons of moment statistics. As a result we used these three adverbs to define the positions of the scale and coded responses out from the center as 1, 2 and 3. This led to -3, -2, -1, +1, +2, +3 as the code values of the scale positions.

Previous experience with the semantic differential convinced us that placing the scaling adverbs on every line interferes with the impact of the polar adjectives. We have one page devoted to instructions (see Appendix A), and use a symbol system of varying size circles to stand for the modifiers.

An example of how the ratings in the present study are represented and coded is given below:

Word-pairs:	warm	O	o	•	•	o	O	cool
Punch code:		1	2	3	5	6	7	
Scoring:		+3	+2	+1	-1	-2	-3	

Subjects were instructed to make one circle between each pair of words according to how they felt about the person named at the top of each page. For each pair, they were to decide first, which side of the pair was most appropriate; second, how much they felt the person to be that way. When they felt the person to be "very much that way," they circled the large circle (coded 1 or 7), "rather much that way," the smaller circle (coded 2 or 6), and "slightly that way" the small dot (coded 3 or 5).

One kind of behavior which can interfere with effective measurement is the tendency for a respondent to use one side of the page more than the other regardless of content. We dealt with this problem by varying the side of the page on which the more attractive pole was placed. This necessitated an adjustment in scoring.

In order to bring the scaling of all items into line, ratings for items oriented to the left were subtracted from 8. This adjustment in scoring puts the positive end of each item at 7, the negative end at 1. In processing, all ratings were decreased by 4, so that the positive end was at +3, and the negative at -3.

We also scattered word-pairs or phrases with similar meaning throughout the page, rather than allowing them to appear together, so that replications of a meaning dimension would be as independent as possible.

Subjects responded to the concepts in the following order:

Myself	(feelings)
My Father	(feelings)
My Mother	(feelings)
Me as a Teacher	(behaviors)
Best-Liked Teacher	(feelings)
Best-Liked Teacher	(behaviors)
Me as a Teacher	(feelings)

The 20 questions about childhood relationships are presented at the end of the questionnaire. For each question about a relationship, the subject chose the childhood person who best answers the question by either circling "Mother," "Father," or "Teacher," or selecting someone else and writing their name in the space provided.

Biographical information about the subject was also requested on the first and last page. On the first page we asked for age, sex, year of training, classroom experience, and grade and subject planned to teach. On the last page we asked the subject to circle the time when she first thought about becoming a teacher and to give her religion, national origin, marital status and Father's and Mother's occupations and education levels. An example of each page of the questionnaire is given in Appendix A.

CHAPTER III

PERSONALITY THEORY

In Chapter II we reviewed the development of the questionnaire. Before we can proceed to the data analysis we must erect a frame of reference within which to understand the findings. The dimensions by which we will discuss the data are the feelings, relationships, and behaviors recorded by the questionnaire. In order to make sense out of these pieces we need to orient them within a theory of personality. In this chapter we will outline the theory. In the next we will analyze the composition of the questionnaire and orient the dimensions isolated by factor analysis within the theory. This will prepare us to see what our findings show about the personal and professional development of the prospective teacher.

First, we will review Freud's structural point of view and explain the adaptations we have made to fit it to our personality theory. Then, we will describe how the structure of personality develops through four basic relationships with four structural roles. Finally, we will discuss the different ways in which Mother, Father, and Teacher can fill the structural roles and contribute to identity.

The Structure of Personality

Freud's structural point of view postulates three functionally related psychological institutions called id, ego, and superego. The id represents the instinctual aspects of personality. It is the mental expression of the physiology of the body. The ego consists of the perceptual and motor functions by which the individual relates to the external world and the internal functions by which he relates to himself. It coordinates the inner institutions with each other and with reality. The superego is the inner representation of social obligations.

We distinguish a fourth institution, the ego-ideal. In the development of his concept of conscience and self-expectation, Freud (1927, p. 44; 1933, pp. 92-93) referred to an ego-ideal, but in the end he merged it with the superego and emphasized its moral nature. We use the ego-ideal to discriminate personal expectations and ambition from social obligations and conscience. It refers to the ideals that the ego has with regard to its own enhancement.

For us id, superego, and ego-ideal are psychic structures, mental representations of key aspects of personality. The ego in contrast is an adaptive function which coordinates the three structures with each other and with reality. Every act of the individual is a creative construction by the ego in response to pressure from id, superego, ego-ideal, and reality. The act is a compromise chosen from the opportunities available and woven to meet as well as possible the conflicting requirements of all four agencies. In this sense each agency can be viewed as part of the cause of an act. In order to understand an act, it is necessary to evaluate the contribution of each of the four causes.

The cause due to the id, the animal cause, stems from the physical needs of the body. When the ego succeeds in satisfying the id, we feel comfortable. When the ego fails there is tension with the id and we feel anxious. Anxiety is the emotional sign of the animal cause.

The requirements of reality form the reality cause. When the ego deals effectively with reality we feel secure. When it fails we feel afraid. Fear is the sign of the reality cause.

The cause due to the superego is the moral cause because the superego represents our inner sense of what society expects of us. The superego requires consideration for others and self-denial. When the ego meets the demands of the superego we feel virtuous. When it fails we feel guilty. Guilt is the sign of the moral cause.

Finally, the cause due to the ego-ideal is the self cause, because the ego-ideal represents what the ego wants to be, not for society but for itself. The ego-ideal is the ego's image of its own capabilities and the headquarters of its dreams of glory. When the ego-ideal is satisfied we feel proud. When it is not, we feel ashamed. Shame is the sign of the self cause.

At the beginning of life the animal and reality causes form a sufficient basis for understanding an act. But as the recognition of mother grows so too does the fear of losing her and the anxiety of not having her care. As these inevitable frustrations are projected onto mother, ambivalence develops. When she is internalized to alleviate the fear of losing her, she represents hate as well as love, demands as well as care. This ambivalent internalization lays the foundation of the superego. The first primitive form of the moral cause comes into play and the understanding of an act depends on evaluating the contributions of three causes.

As recognition of separation from mother develops a vital interest in self-reliance is precipitated. This need for autonomy begins the construction of the ego-ideal and initiates the self cause. From then on the evaluation of four causes is necessary to understand an act. The psychic structures and emotional polarities governing the ego's relationship to these structures and reality are shown in Figure 4.

Identification and the Construction of Identity

The structure of personality develops through identifications which take place between the subject and significant others in his environment. It is formed from a more or less integrated accumulation of these identifications which begin early in life, and continue into maturity. The resulting personality is different from the identity of any of the significant others, but it is built on them and retains features of the emotions and convictions which characterize these people who have been important (Freud, 1927, p. 36; Erikson, 1950, p. 228).

In this section we will describe four structural roles -- friend, enemy, hero, and rival, and the way in which they contribute to the development of personality. These roles are "structural" because they derive their significance from their connection with the inner structures of id, superego, and ego-ideal. They are connected with these inner institutions of the personality through three types of identifications: (1) possessive, (2) placatory, and (3) emulative.

One way to give meaning to the connection between identification and the structural roles is to present a brief outline of personality development. We take the point

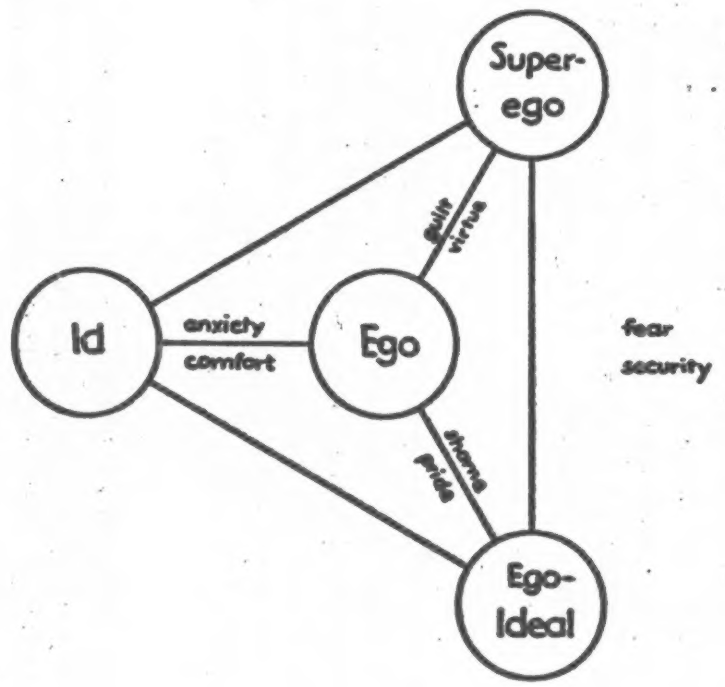
Super-
ego
Id
anxiety
comfort
Ego
guilt
virtue
shame
pride
fear
security
Ego-
Ideal

Fig. 4 -- The structure of personality

of view that the child is born with an unstructured mind. All that exists is the tension which the child feels from the inside, and the satisfaction which his mother provides from the outside. At first the child knows no distinction between inside and out. He does not recognize his mother as a separate person. The id-child experiences his mother as part of himself. She is his ego.

When this ego-mother serves the id-child well, comfort prevails. But when the infant experiences an increase of tension from unmet needs, he becomes anxious. It is this anxiety that forces him to recognize that mother is on the outside and that it is she who fails to meet all his needs. The infant has no objective way to master uncomfortable inner stimuli. But he must rid himself of them to recover comfort. His solution is to separate himself from noxious stimuli by projecting onto the outer world the bad he experiences inside. He "blames" his bad feelings on his "bad" mother.

No mother can fulfill every wish and abolish all discomfort, but the id permits no imperfections of service. Any frustration creates some anxiety. Mother is not the perfect friend. It is her fault when the infant fails to get what he needs. When the infant is uncomfortable, mother is the enemy.

By blaming his own bad feelings on mother the infant begins the life-long process of creating an image of the external world out of his own inner experiences. He perceives mother according to how he feels.

The accomplishment of this projection is that the infant succeeds in seeing on the outside the dangerous frustrations which he felt on the inside. This objectifies these dangers and makes it seem possible to deal with them externally. It also lays the foundation for an intrapsychic subterfuge which is a life-long source of misperception. With the blaming of bad on mother a fundamental ego mechanism is born. If the cause for my troubles lies in the external world, I need not know my own contribution and can attack the cause objectively and without personal involvement.

As a solution to the problem of frustration, however, projection is an illusion. Only blame can be projected, not frustration. The anxiety due to an accumulation of frustrating experiences is not purged by projection. These bad feelings remain inside as an emotional residue and become the cornerstone for the superego.

As the child's perceptual processes mature, they bring him to the realization that there is a relationship between the way he feels on the inside and a different kind of mother -- a "good" mother -- who satisfies needs from the outside. When this realization sinks in, the infant and his good mother are no longer one. This dawning discrimination of good mother from self is the beginning of the perception of objective reality. It is precipitated first by the flight from "bad" through projection and second by the search for "good" through perception and introjection.

Realization that there is a relationship between the way the infant feels on the inside and the existence of a good mother on the outside uncovers a profound problem. The bad mother and the good mother are discovered to be one.

The infant wants to keep the bad mother who frustrates him outside, and have the good mother who satisfies him inside. He wants to bring good mother back where he originally experienced her as his only ego. Projection (getting rid of bad mother) is his way to master bad experiences. Introjection (taking in good mother) is his way to master good experiences.

Introjection is the original communication process. Through tasting, smelling, feeling, hearing, and seeing, the infant participates in his mother's emotions and possesses his mother. This process provides the basis for a satisfied id, as well as for later personal understanding, for intrapsychic harmony and interpersonal rapport.

We call this psychological relationship with mother possessive identification because,

> The libido has attached itself to a certain person; then owing to a real injury or disappointment concerned with the loved person, this relationship was undermined. The result was not the normal one of withdrawal of the libido from this object and transference of it to a new one but something different...an identification of the ego with the abandoned object...(Freud, 1953, IV, p. 159).

Bronfenbrenner (1960, p. 16) calls this "anaclitic" identification because it originates in the dependency relation between mother and child. It is also that part of Slater's "personal" identification which is motivated by love and the desire to have the loved person (Slater, 1961, p. 113). Possessive identification has its origin in infancy and its greatest effects during early childhood, but it occurs in adult life when we are separated from a loved person whom we need more than we know.

The recognition that "good" and "bad" are contained in one mother, makes it impossible to relish good mother who satisfies without swallowing bad mother who frustrates. Possessive identification with good mother incorporates bad mother, too.

Up to this point in his development the infant has encountered little necessity to control himself. He has expressed his impulses at will. Now he begins to realize that the immediate processes through which tension is discharged are insufficient for survival. If he is to obtain what he needs he must adapt to reality. In particular, the child discovers that he must comply with the bad mother in order to keep the good one. This leads to a second kind of identification.

Placatory identification is the basis for what might be called the infantile superego. The motivation for its formation is the need to placate the "enemy" mother in order to keep the friendly one. Like Mowrer's "developmental" identification it is motivated by fear of loss of love (Mowrer, 1950, p. 592).

By the time the child is two or three, his ego is developing rapidly and he is enjoying burgeoning motor and mental skills. He is increasingly aware of himself as an entity. Through the work of cleanliness training he is not only placating his frustrating, demanding mother but emulating his clean, competent mother. He discovers that imitation is a powerful tool for self-development and finds that there are others beside his competent but demanding mother worth imitating. His aspirations soar, his human relationships complicate, and the disappointments he encounters strike hard. He feels small and left out of the pleasures of older children and grownups. He compensates with fantasies designed to convince him that he is strong and competent and can satisfy himself. He pretends to possess the privileges which adults have. He plays at triumph and invincibility. What he doesn't understand, he fills in with fantasy. What he cannot accept, he changes or denies.

The activities which the child initiates are invented by him to achieve the illusion of power. His heros show him the way to become less dependent on mother and more proud of himself. He uses them to construct his ego-ideal by means of the third kind of identification.

Emulative identification is an identification to "take over" the admired powers and possessions of a hero (Wright, 1959, p. 371). Kagan (1958, p. 296) calls it "imitation learning." Slater refers to it as "personal" identification when it is motivated by admiration and as "positional" identification where it is motivated by envy. Personal identification

> ...involves the identification of ego with the actual person of alter -- the adoption of his personality traits, values, and attitudes, even his view of ego...The child who identifies in this way with a parent is saying, in effect: "I want to be like you. If I were, I would have...your virtues...and I would love myself as much as I love you. (Slater, 1961, p. 113)

In positional identification

> There is no empathic understanding of alter but merely a putting of oneself in fantasy into the situation of alter and acting out the appropriate role...The child who identifies with a parent in this way is saying, in

> effect: "I wish I were in your shoes. If I wish hard enough and act like you do, I may after all achieve your more advantageous status" (Slater, 1961, pp. 113-14).

By the time the child is four or five some heros have become rivals. He is initiating competitive relationships that adults take seriously. The social struggle for the attention of parents has become acute. The young boy wants to assume,

> ...the place belonging to his father, who has hitherto been an envied model on account of the physical strength which he displays and of the authority in which he is clothed ...a rival who stands in his way and whom he would like to push aside (Freud, 1939, p. 91).

When mother is the beloved, father is the rival. When father is the beloved, mother is the rival.

The conflicts that the child has over the strength and potential consequences of his jealous wishes and his fear of parental revenge lead to compliance and to a second placatory identification this time with the prohibitions of his parents. He becomes like them in restricting his wishes, and the nucleus of his social superego is formed.

The growth of reality coping ability in the ego and the development of the ego-ideal has gradually shifted the source of criticism for incompetence from the infantile superego to the ego-ideal. The ego-ideal has taken possession of shame and shame has become the sign of self-criticism rather than social conscience. Now on the foundations first laid by the inner image of mother, and later elaborated by the infantile superego, is formed the final structure, the social, or Oedipal superego.

In this second placatory identification the boy,

> ...falls into a passive attitude to his father, of a kind such as he ascribes to his mother...while he continues as before to identify himself with his father, he also does so, simultaneously...with his mother...Apart from this encouragement of his femininity, fear and hatred of his father gain greatly in intensity. The boy's masculinity withdraws, as it were, into a defiant attitude toward his father, which in a compulsive fashion dominates his later behavior in human society. A residue of his erotic fixation to his mother is often left in the form of an excessive dependence upon her, and this persists as an attitude of subjection to women. He no longer ventures to love his mother, but he cannot risk not being loved by her, since in that case he would be in danger of being betrayed by her to his father...The whole experience with all its antecedents and consequences...undergoes a highly energetic repression, and...all of the contending emotional impulses and reactions then set going are preserved in the unconscious, ready to disturb the later development of the ego after puberty (Freud, 1939, pp. 93-94).

This is what Bronfenbrenner (1960, p. 16) calls "identification as a function of fear of the aggressor," Mowrer (1950, p. 615) calls "defensive" identification," and Kagan (1958, p. 297) calls "prohibition learning." It is the aspect of Slater's positional identification which is motivated by fear of the power of the rival. When we succeed against the rival we feel guilty and afraid. When we placate him we seek to turn away his accusations and evade his revenge.

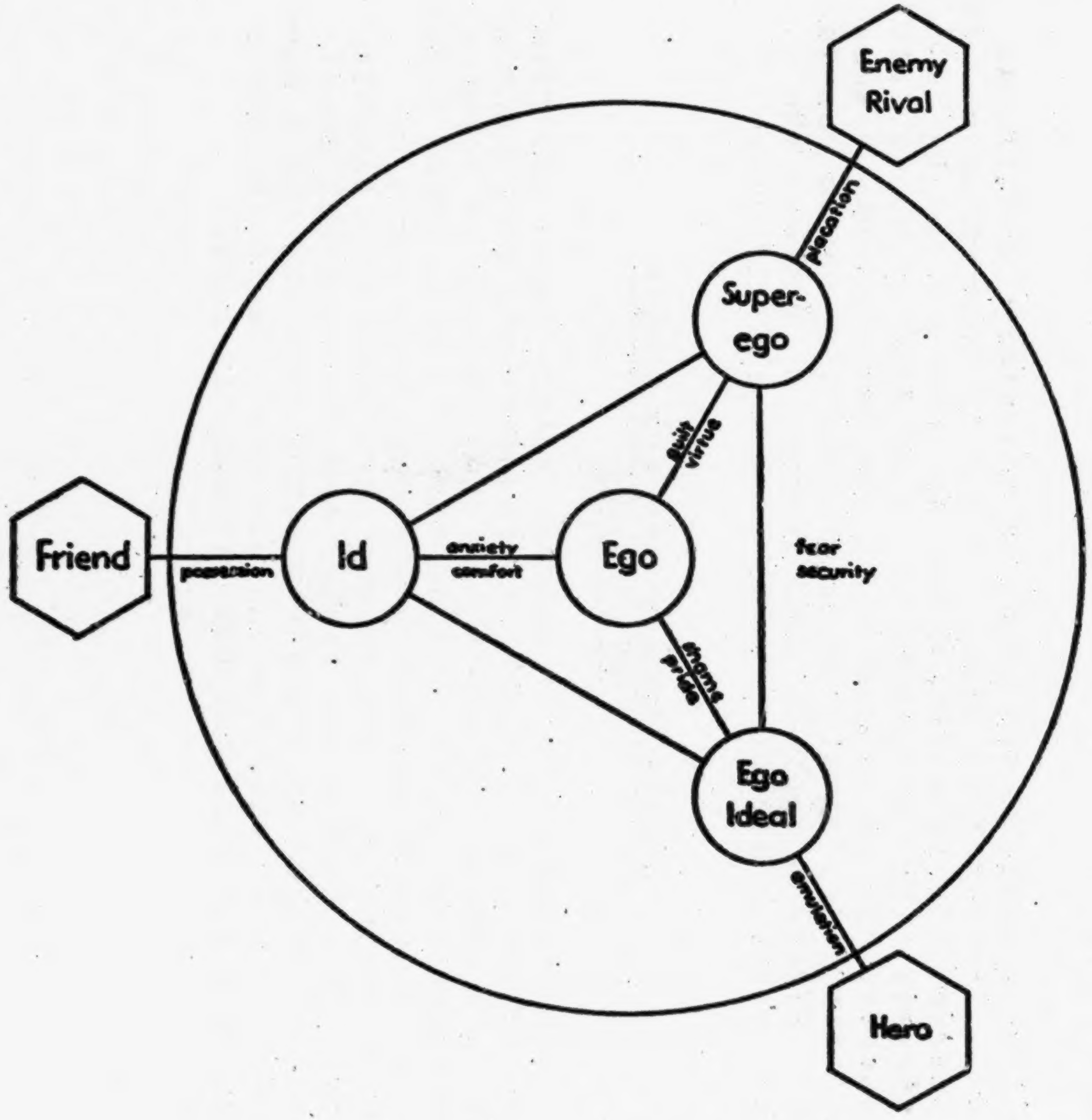
Enemy
Rival
placation
Super-
ego
guilt
virtue
Friend
possession
Id
anxiety
comfort
Ego
fear
security
shame
pride
Ego
Ideal
emulation
Hero

Fig. 5 -- Personality and identification

With the formation of the social superego, the basic structure of the psyche is complete. It has become complete through three kinds of identifications with four structural roles. Possessive identification to regain fulfillment is the way sympathy with a friend elaborates the id. Placatory identification to prevent separation is the way antipathy with an enemy precipitates the infantile superego. Emulative identification to become competent is the way admiration of a hero builds the ego-ideal. Placatory identification to evade prosecution is the way interference from a rival shapes the social superego.

We have specified two types of placatory identification. The first is based on fear of loss of love. It preserves the friendly mother so that she can be repossessed. The second is based on fear of power. It preserves the relationship to the hero who has become an interfering rival, so that emulation can be continued. Figure 5 depicts the connections between the inner psychic structure and the structural roles.

Family Romance and the Choice of a Career

The structural roles of friend, enemy, hero, and rival are the vehicle by which childhood relations with significant others influence the construction of identity and shape the choice of a career. We will bring these roles to life by examining the ways they might be filled during the development of the child's psychic structure. Mother and Father are the original candidates. Teacher enters the picture when the child goes to school. We will discuss how these three childhood figures might fill the four structural roles.

Psychic Institution	Identification	Structural Role	Pre-Oedipal Romances Father	Pre-Oedipal Romances Mother	Pre-Oedipal Romances Teacher	Post-Oedipal Resolutions Feminine	Post-Oedipal Resolutions Masculine
id	possession	friend	Father	Mother	Teacher	Father	Mother
infantile superego	placation	enemy	Mother	Father	Parents	Parents	Parents
ego-ideal	emulation	hero	Father	Mother	Teacher	Mother	Father
social superego	placation	rival	——	——	——	Parents	Parents
	Major Childhood Influence		Father	Mother	Teacher	Parents	Parents

Fig. 6 -- Five ways Mother, Father, and Teacher can fill the four structural roles

Three pre-oedipal family romances and two post-oedipal resolutions of these romances are possible. The pre-oedipal romances are pre-social, two-person systems, marked by the child's relation with one person to the exclusion of all others. At this stage of development these others may be enemies, but there are no rivals. The post-oedipal resolutions are three-person systems that develop out of the child's success in resolving the competitive conflicts that occur when he reaches the oedipal phase and in finding a way to accept and relate to both parents at once. By this time all four roles, including that of the rival, have come into play. The various ways Mother, Father, and Teacher fill the structural roles to form these romances and resolutions are outlined in Figure 6.

On the left in Figure 6 are the psychic institutions, the identifications out of which they are built, and the structural roles which connect significant others to the development of psychic structure. On the right are the five configurations of mother, father, and teacher which form the three pre-oedipal romances and the two post-oedipal resolutions.

In the "Father Romance" father is the strong, influential person in the family. The girl not only loves her father and wants to possess him as a friend, but she admires him and wishes to emulate him as a hero. Mother does not appear in a positive role in this father-daughter system. Neither does she interfere effectively as a rival. If she appears at all, it is only in the role of an enemy.

The "Father Romance" depends on the mother playing a passive role in the family, for if she objected and were a genuine rival, the romance could not persist because the competition would have to be resolved. Mother may be passive for various reasons. She may be a weak, child-like person willing to play the part of another daughter. She may have interests outside of the family. Or, she may vicariously identify with her daughter, because as a child she had a similar romance with her own father. Whatever the reason, there is no significant oedipal rivalry to be resolved.

In the "Mother Romance" the roles played by the parents are reversed. Mother is the strong, influential person in the family. The girl not only loves her mother and wants to possess her as a friend, but she admires her and wishes to emulate her as a hero. If father appears at all, it will only be as an enemy.

The "Mother Romance" depends on father taking a back seat. This is easy to imagine because father is usually away from home more than mother. In addition, he could be a weak person or have especially strong interests outside of his family. There is no significant rivalry with father to be resolved. The child gets what she wants -- her mother.

In the "Teacher Romance" we assume that either the child's relationships with both parents were bad or that her relation with her teacher was so good that her parents were overshadowed. Unsatisfying relationships with the parents is more likely. Mother and father were either equally uninteresting or equally forbidding. A teacher became the strong, influential person in the child's life. The girl not only loves and wants to possess her teacher as a friend, but admires and wants to emulate her teacher as a hero. It is parents who appear in the role of enemy.

Now let us consider the two resolutions. In these situations there is a significant rival. The girl desires to possess father as a friend, but this puts her into competition with mother. Or she desires to possess mother as a friend, and so enters into rivalry with Father. The strength and importance of the rival parent will threaten the daughter's wish to take their place. The daughter must modify her attachment to one parent if she wishes to retain the acceptance of the other. It is this modification which leads to the resolution of the oedipal rivalry.

The modification is achieved by replacing the active attachment to the loved parent and the competition with the rival parent by intensified identifications. The attachment is replaced by identifying possessively with the loved parent and preserved vicariously by intensifying the emulative identification with the rival parent. Competition with the rival parent is attenuated by intensifying the placatory identification with them.

If the girl wants father, intensifying her emulative identification with mother permits her affectionate bond with father to be retained vicariously. Intensifying her placatory identification with mother cements that relationship. The girl ends up being like mother and having a relationship with father. Mother is her hero. Father is her friend. This is the feminine resolution.

In the masculine resolution the girl retains her affectionate bond with mother by intensifying her emulative identification with father. In this case she ends up being like father and having mother. Father is her hero. Mother is her friend.

While the residue of placatory relationships that the girl has had with both parents forms the superego in either case, the images that the girl has of herself in the two post-oedipal resolutions are quite different. The feminine resolution brings out the feminine component in the girl's character. It leads to marriage and motherhood. The masculine resolution brings out the masculine component in the girl's character. It leads to professionalization.

If this is what occurs in the case of the post-oedipal resolutions, what happens in the case of the pre-oedipal romances? How might we expect girls whose development has been dominated by Father, Mother, or Teacher Romances to satisfy their needs in a life career?

The girl whose childhood relations have been shaped by a "Father Romance" would like to have father and be father at the same time. One might expect that she, like the girl who has achieved a masculine resolution, would be attracted to a masculine professional life. But in her professionalization she is not only interested in being father but also in having him. The career problem centers on how to fulfill both of these desires simultaneously.

What profession would make it possible for a girl both to be and to have her father at one time? To be her father she must find for herself the opportunity to lead a professional life. To have him she must find a profession where she can either act like a child herself and have a good father or identify with well-fathered children. Not many professions offer both opportunities in one job. Nursing and teaching may be the only ones.

As a teacher a girl is a working professional, but in her daily life with her pupils she can father them the way she wants and enjoy this fathering by vicarious identification with them. Teaching is a career we might expect to be attractive to girls who had Father Romances.

How does the girl whose development was marked by a Mother Romance satisfy her needs in her selection of a life career? She would like to have and to be Mother at the same time. Like the girl who has achieved a feminine resolution, she should be attracted to "Motherhood." But this will be motherhood of a different kind. The girl who has resolved her oedipal conflict with a Mother-Hero and a Father-Friend will look for a husband who resembles her father, but this girl who has had a Mother Romance will look for a husband who resembles her mother.

What about the girl who has had a Teacher Romance? When she gave up her parents and turned to teacher, she also gave up her interest in childhood. What joy could there be in remaining a child? School was more satisfying than home. Being a student with a beloved teacher was better than being her parents' child.

We would expect to find some sign of this in the self-concept of such a woman. The childhood basis of her life has been abandoned. We might also expect more independence on her part, because she has replaced dependence at home with self-assertion at school. The lack of satisfaction which she has suffered in childhood has prompted self-sufficiency and an accompanying premature ego-development. Like the girl of a Father Romance, we might expect the girl of a Teacher Romance to want to be a teacher. But she will be a teacher of a different kind. The Father Romance girl's main interest is in childhood and family relations. The Teacher Romance girl's main interest is in school.

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CHAPTER IV

THE ORGANIZATION AND MEANING OF THE QUESTIONNAIRE

The personality theory described in Chapter III formed the basis for the development of the Questionnaire. In order to sharpen our picture of this organization in terms of observed responses to the individual items, we did a series of factor analyses. The series consisted of a principal component analysis with varimax rotation for each concept on each type of item used, and of a factor analysis with iterated communalities and equamax rotation for each type of item with concepts pooled. The results of these analyses were similar to the results of the earlier analyses done by Tuska and Sherman. They were integrated with the underlying theory to form the final organization of the Questionnaire into seven dimensions of personal feeling, five dimensions of childhood relationship, and five dimensions of teaching behavior.

Personal Feelings

Factor analysis of the 26 word-pairs in the Questionnaire yielded seven clusters representing seven personal feelings.

The first two feelings are associated with functions of the ego. These ego functions develop (1) as the impact of reality focuses attention and psychic energy on perception; (2) as memory serves the recognition of repetition and reveals the possibility of prediction; and (3) as physical development makes exploration of the world and imitation of the behavior of others possible. We call the ego functions represented in our Questionnaire Perceptive and Active.

The next three feelings are associated with the maintenance of inner balance between superego, ego-ideal, and id. We call them Obedient/Impulsive, Controlled/Relaxed, and Individualistic/Conforming.

The last two feelings refer to inner synthesis in which id, ego-ideal, and superego are coordinated by the ego into a unified, well-organized whole.

The first of these, Happy, is more concerned with inner harmony and satisfaction. The second, Confident, emphasizes success in mastering both the inner and the outer world.

Ego-Functions

Perceptive

Perceptive is represented by the word-pairs,

sharp/blurry
deep/shallow
bright/dull

"Sharp" represents the ability to perceive. "Deep" represents the ability to remember. "Bright" represents intelligence. Perceptive is associated with perceptual power and mental skill. Sensory perceptions enable the child to "take in" his surroundings. The memory of bad experiences provides a motive for tolerating tension until it can be discharged satisfactorily. Thinking makes the control of motility profitable. The motive for being Perceptive is the need for power, and the effect of perceptiveness is self-enhancement.

Active

Active is represented by the word-pairs,

loud/quiet
active/passive
forceful/retiring
responsive/reserved

Activity begins with the realization that crying loudly for mother, tends to evoke her. As the baby matures, the autonomy achieved through motility is discovered. "Forceful" implies the ability to orient one's actions effectively toward persons and things. "Responsive" implies the ability to relate to others.

Beginning teachers attempt to achieve order in the classroom by commanding the children. When noise is unsuccessful, they explore more active techniques for discipline. They become more forceful. Finally, with experience, they discover that responsiveness to the children's feelings accomplishes more than either noise or force.

Structural Conflicts

Obedient/Impulsive

Obedient/Impulsive is represented by the word-pairs,

neat/sloppy
clean/dirty

Obedient implies the presence of an audience approving or disapproving of what the child does. It arises after the child perceives that "good" as well as "bad" exists in mother. If he wishes to keep the good mother, he must make concessions to the bad one. He discovers he can avoid the unpleasure of scolding if he controls himself, until he gets to the toilet. At the same time he gains the pleasure of praise. He learns he can gain more by emulating his friendly, competent mother than by vieing with his scolding, demanding one. He takes his first steps toward socialization.

Unlike Perceptive and Active which are self-enhancing, Obedient is at first self-effacing. Out of fear of loss or disapproval, the child joins forces with an alien power against himself.

Impulsive, represented by "sloppy" and "dirty," is the rule at birth. Impulsivity continues as long as mother's competence is insufficiently appealing or she is insufficiently demanding. Then there is neither invitation nor need for the child to become socialized. As he proceeds in life, he continues the messiness that was natural in infancy.

There is an opposite kind of upbringing which also leaves an interest in impulsivity. When cleanliness training is demanded too soon and is too strict, the child feels frustrated but fearful. He does not dare to be messy on his own but finds no personal satisfaction in cleanliness. His need to be impulsive is not transformed into adaptive but satisfying action. It remains in its primitive form repressed and unfulfilled.

Later in life satisfying such needs by proxy can be a solution. A teacher can participate in the messiness of children. Indeed she is in a good position to provoke them into making more mess than they might on their own. She can have children act out for her emotions which she cannot act out for herself. Teaching can enable her to carry on a rebellion against the frustrations of her own childhood, a rebellion which enables her to assert herself in an area where she once gave in.

Controlled/Relaxed

Controlled/Relaxed is represented by the word-pairs,

hard/soft
tight/loose
cool/warm

"Hard" and "tight" imply muscle tension. "Cool" implies restriction of feeling. Thinking can be disrupted by feeling. Cool heads provide protection against irrational thinking.

Like Obedient, Controlled implies the presence of an audience responding to what the person does. Now, however, the audience is ego or self. With Obedient, the audience was originally mother.

Control involves the ability to evaluate oneself. Before a person can inhibit and redirect troublesome impulses, he must be able to think objectively about himself and imagine his plan of action as others will see it. There is power and pride in achieving such competence. In it we see the growth of the ego-ideal.

What prompts the development of a "hard," "tight," "cool" person? The words imply an intellectual, rigid, inaccessible, adult state. They describe a proud, aloof, and independent person, who has made unusual efforts to develop a tough ego of his own. The motive for such efforts could only be unusual frustrations in childhood. As a result the controlled teacher might be expected to have more interest in the world of adults than in the world of children.

The opposite of Controlled is Relaxed. "Soft," "loose," and "warm" imply an accessible, receptive, child-like, state associated with the id. The "relaxed" teacher must have had more satisfying experiences as a child. She might be expected to perpetuate what was pleasurable in her own childhood. Teaching would enable her to identify with the good side of her parents and, to experience again through vicarious identification with children the pleasure she had when she was young.

Indeed, as a child the relaxed teacher may have been satisfied too much, frustrated too little. She may be teaching school to avoid the demands of becoming a more mature person. The danger of being too relaxed is that it does not motivate self-development in pupils.

There is a contrasting childhood experience which can produce indulgence. The indulgent teacher may be reacting against bad experiences at the hands of others. Her desire to get satisfaction stems from too much frustration rather than too much satisfaction. She cannot satisfy her own needs because they make her guilty. Her solution is to satisfy her impulses by proxy, through her children.

The second kind of indulgence is different from the first. The first stems from oversatisfaction and tends to be easy-going and permissive. The second can be competitive and aggressive. In the second, the teacher may be so busy getting what she never had for herself that she competes with her children.

Individualistic/Conforming

Individualistic/Conforming is represented by the word pairs,

fancy/plain
elegant/ordinary

"Fancy" and "elegant" are exhibitionistic. In calling attention to self, they involve an attempt to clarify one's unique position in the world and become independent. To be able to be individualistic is important in the consolidation and growth of the ego.

Individuality implies two things: (1) love for self and (2) the need for attention. Focusing attention on the self serves to provide pleasure and undo pain, particularly the pain caused by the inevitable frustrations that arise in relationships with mother. In a sense, individuality compensates for the feeling of loneliness and isolation that besets the developing ego, and makes up for the loss of control over love from mother.

Conformity implies that the ambition for individuality has been sacrificed for the sake of sociability. The individual concedes to the social norm and does not strive to stand out on his own. The avoidance of guilt and the obligation of virtue have taken precedence over the pursuit of pride and the mastery of shame.

Teachers are concerned about how they look to their children. They may adorn themselves in fancy methods to fortify themselves for beginning teaching. They will evaluate what effect their endeavors to enhance themselves and their teaching have and modify their efforts accordingly. If their individuality doesn't produce a result sufficiently worthy in the children, they may be compelled by the pressure of guilt to move in the direction of greater conformity. At least by conforming they will have the implicit acceptance of being like everyone else.

Ego Syntheses

Happy

Happy is represented by the word-pairs,

happy/sad
familiar/strange
good/bad
kind/mean

To be happy is to have successfully met the demands of id, superego, and ego-ideal. Happiness means that the ego has achieved satisfactory rapport with each of the psychic institutions and managed to coordinate their requirements into a unified whole. Thus, there are three parts to happiness: the animal happiness of the id, the moral happiness of the superego, and the self happiness of the ego-ideal.

"Happy" and "familiar" represent the mood that comes from having one's animal needs satisfied. When the infant is comfortable and well fed, he trusts his mother. The assurance of "having" his mother and having his needs taken care of create in him a sense of animal happiness. All is well in the id.

"Happy" and "familiar" are also concerned with virtue. The ego feels "happy" and "familiar" when it knows that it is respectable and that it has the required relationship with the social world. Good conscience, rapport with the demands of the superego, produces a sense of moral happiness.

The ego also feels "happy" when pride wins over shame. When problems have been mastered, and the ego has lived up to the great expectations of its ego-ideal, the person experiences self happiness.

Concern about being "good" has to do both with the virtue of the superego and the pride of the ego-ideal.

The desire to be "good" stems from the child's fear of mother. Fear occurs when he realizes that mother frustrates as well as satisfies. If he is not good, he risks losing mother's love. She may withold what he needs. To be good means to concede.

Later, the desire to be "good" takes on a different tone. It focuses upon real goals: learning, physical and mental development, and the understanding of life. It feels good to the ego to be a success and live up to its own ideal.

The capacity to be "kind" develops out of the relaxed, receptive, emotional state that results from satisfaction in the id. Kindness is aroused by sympathy and nourished by love. To be kind implies the capacity for accepting others as though they were ourselves. We do this by taking them inside and treating them as our own friendly mothers treated us. By giving to and caring for another, we gratify our own needs. Through sympathetic participation in the experience of the other we provide for ourselves what our own good mother once provided for us.

Confident

Confident is represented by the word-pairs,

clear/vague
sure/shifting
strong/weak

Confidence reflects the ego's success in maintaining a balance between the three inner structures and reality. With respect to reality, Confidence depends on how perceptive and active the ego is in dealing with the outer world.

To keep the inner balance the ego must apply the control that is part of its own ideal against the laxity of the id, or the individuality of its ideal against the conformity pressed by the superego. If the ego fails to control the id on its own, it must evoke the aid of the superego and use obedience against the impulsivity of the id. But the price of this is the sacrifice of the individuality of the ego-ideal to the conformity demanded by the superego. Too much control is a sign of unhappiness. Emphasis on conformity is a sign that the ego in order to control the id is sacrificing the ideal it has for itself to the demands of the superego.

Childhood Relationships

With factor analysis we were able to combine the 20 questions about childhood into five basic kinds of childhood relationships. Sympathy grows out of the satisfaction that good mother provides the id. Antipathy develops out of unsatisfying experiences which are blamed on bad mother and begin the infantile superego. Admiration is associated with the emulation of heros and the construction of the ego-ideal. Interference reflects the intrusion of rivals and the formation of the social superego. Influence represents the impact of any potent figure on the development of professional identity.

Sympathy

Sympathy refers to a relationship of mutual accord and comfort with an understanding friend. It is represented by the items,

> Whom were you closest to?
> Whom did you like most?
> Whom did you want to be with most?
>
> Who made you feel best?
> Who liked you the most?
> Who wanted to be with you most?

It is possible to distinguish two forms of sympathetic relationship. The first three items indicate a sympathy which moves from self to other. The last three indicate a sympathy which moves from other to self.

The first sympathetic relationship is with mother. The inner effect of sympathy with an understanding friend is a sense of inner harmony, rapport, satisfaction, and trust (Erikson, 1950, p. 219). There is a feeling of familiarity and "having" which is associated with comfort and the people who provide it.

The outer provider, mother, functions as an alter ego who cares for the infant until he develops a strong enough ego to care for himself. Sympathy is beneficial from the point of view of providing comfort; however, when a sympathetic relationship goes too far or lasts too long, it inhibits ego development. This happens because the challenge to develop independence is dealt with by depending upon another, rather than relying upon self.

Sympathy supports happiness. It encourages laxity rather than control, and impulsivity rather than obedience.

Antipathy

Antipathy refers to a relationship of mutual dislike with a misunderstanding enemy. It is represented by the items,

> Who disliked you most?
> Whom did you dislike most?
> Who understood you least?

Antipathy begins in unsatisfying experiences with mother. Some antipathy is inevitable. The best of all possible mothers is unable to fulfill every wish, abolish every pain. There are always situations in which the child feels disappointed and dissatisfied.

The inner effect of Antipathy is unhappiness and distrust (Erikson, 1950, pp. 220-221). But the infant has no way of mastering these uncomfortable feelings. He must rid himself of them to re-establish inner harmony. He does this by blaming -- by projecting onto the outside what he dislikes in himself. In this way lack of satisfaction is blamed on mother who becomes enemy as well as friend.

Admiration

Admiration refers to the child's appreciation and emulation of a hero. It is a one-sided child-to-adult attitude with positive tone, represented by the items,

> Whom did you admire most?
> Who was most successful in life?
> Whom did you most want to be like?

Admiration becomes active when a child realizes that he cannot rely on mother for everything and must develop on his own. He does this by choosing for imitation aspects of power and competence that impress him in others. These heros serve him as daring examples of how to emancipate his ego and gain independence. Failure to succeed in the struggle toward independence produces feelings of doubt and shame. The inner effect of successful identification with an admired hero is a sense of autonomy (Erikson, 1950, p. 222).

Each choice of a hero is a step in pursuit of ambition.

Interference

Interference refers to the intrusion of a frustrating rival. It is a one-sided adult-against-child action with negative tone, represented by the items,

> Who frustrated you most?
> Whom did you fear most?
> Who got their own way most?

The origin of interference lies in the infant's earliest relationship with mother. Interference occurs when the mother frustrates the child by failing to give him what he needs. But at this stage it is not distinguished from antipathy.

Interference becomes a relationship distinct from antipathy when the child can interfere himself. Only then can he recognize that interference is an action which may or may not be associated with antipathy just as the feeling of antipathy may or may not be expressed in interference. At that point the interferer becomes an active, envied rival whom the child fears and who makes an ambition-provoking impression on him.

The effect of successful interference is to enforce conformity and curb individuality. Initiative is attended by guilt (Erikson, 1950, 224). The child concedes. He fears that his impulses and ambitions will expose him to revenge from his rivals. He resolves the situation by restricting his wishes and internalizing the demands of each rival. It is these placatory identifications which form the nucleus of his social superego.

Influence

Influence refers to the effect on the child of adults, some admired, some feared. Influence, like Interference and Admiration, is one-sided, but it can have either tone. It is an adult-to-child action that may accompany either Interference by the adult or Admiration by the child. It involves both rivals and heros.

Influence is represented by the items,

> Who did the most with you?
> Who taught you the most?
> Who most influenced you to become a teacher?

Mother, as the child's first example, is the first influence. But in the items we have used to represent Influence we have paved the way for later heros and rivals like father and teacher.

Admiration is a positive concomitant of Influence. Those we admire are likely to influence us, and those who influence us often stir our admiration. Interference is a negative concomitant. Those who interfere are apt to influence us, and those who influence us have often interfered.

Teaching Behaviors

Factor analysis of the 18 phrase-pairs yielded five types of teaching behavior. Two of these, Blaming and Understanding, emphasize the subjective relationship between teacher and child. Blaming has to do with projecting bad, Understanding, with introjecting good. The other three, Participating, Inspiring, and Demanding emphasize the teacher's actions. Participating is connected with the structural role of friend; Inspiring with the role of hero; and Demanding with the roles of enemy and rival.

Blaming

The Blaming Teacher is identified by the items,

Dislikes us/likes us
Always looking for trouble/never looking for trouble
Often makes students look foolish/never makes students look foolish

Blaming has its origin early in life. It develops out of the frustrations every infant experiences, and is the means he uses to rid himself of uncomfortable stimuli that are interfering with inner contentment.

Blaming is based on projection, the defense mechanism in which a wish or impulse of the subject is attributed to some other person or object in the outside world. Blaming is unrealistic in the sense that it puts into reality more than is there. It is adaptive in the sense that it separates the ego from dangers in the id.

When children act up, they stimulate repressed impulses in their teacher. Her sense of her own bad self is aroused by her children. She becomes anxious and guilty. The teacher must deal with these bad feelings. By using the children as her all-bad-self and reserving for her own the part of her all-good-self, she works out her inner conflict. Unfortunately, by putting her bad feelings into the children, the blaming teacher loses the chance to understand or modify the cause of these bad feelings in herself.

Understanding

The Understanding Teacher is identified by the items,

Always knows what mixes us up/never knows what mixes us up
Knows if we are trying/doesn't know if we are trying
Knows which students like each other/doesn't know which students like each other

While Blaming develops out of the experience of frustration, Understanding grows from experiences of trust and satisfaction. The seed of understanding is sown when the infant realizes that there is not only a bad mother who interferes with his feeling of well-being, but a good mother who makes him feel well. When he sees that his bad and good mother are one, he starts making concessions to the enemy in order to keep the friend.

Understanding develops out of our desire to keep the good, friendly mother with us. We do this by understanding others as mother understood us. A teacher understands by bringing her children to life inside her and knowing them in terms of her own childhood. This is the way she once understood her mother. By identifying the children with herself, and herself with her mother she has again the understanding she enjoyed as a child.

Participating

The Participating Teacher is identified by the items,

Always thinks we'll do well/always thinks we'll do badly
Helps us too much/never helps us
Acts young/acts old

Participation develops out of sympathetic relations with friends, originally mother. The participating teacher sympathizes with her children and sees things their way. This altruism is made possible by her vicarious enjoyment of their childish pleasures. The quality of her participation depends on why she is interested in childhood.

There are two possibilities. One is that the teacher herself was oversatisfied. Her own childhood was too good and she would like to remain there forever. There was little motivation to develop an adult ego of her own. Now she teaches to perpetuate the joys and satisfactions of childhood.

The other possibility is that the teacher is attempting a late rescue by proxy of a childhood that was unsatisfying but not hopeless. She did not receive all the gratifications and privileges that she felt could have been hers. Now she revisits childhood to gain through her children what she missed. Her motive for teaching is reparation rather than perpetuation.

Inspiring

The Inspiring Teacher is identified by the items,

Inspires us/doesn't inspire us
Teaches us a lot/doesn't teach us much
Makes us want to learn/makes us not want to learn

The ability to be inspiring is built out of emulative identifications with admired heros. It requires a creative fusion in the ego-ideal of control over the laxity of the id and of individuality against the conformity of the superego.

To be inspiring denotes a capacity to awaken creative impulses. Creative impulses are associated with freedom from inhibition and a productive relationship between ego-ideal, superego, and id. The inspiring teacher has achieved a successful cooperation of her id and superego with the ambitions of her ego-ideal.

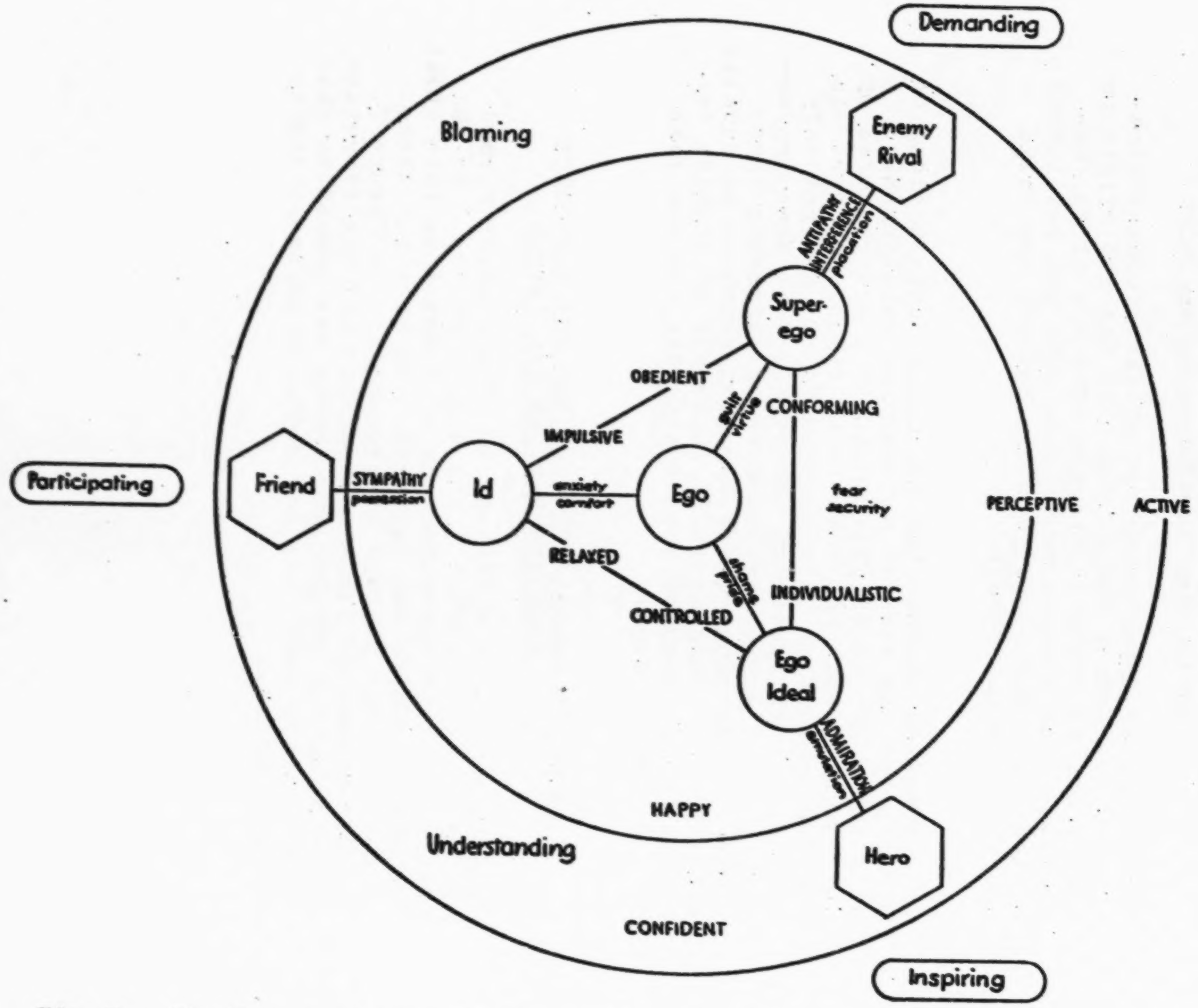
Demanding
Blaming
Enemy Rival
ANTIPATHY
INTERFERENCE
placation
Super-ego
OBEDIENT
guilt
virtue
CONFORMING
IMPULSIVE
Participating
Friend
SYMPATHY
possession
Id
anxiety
comfort
Ego
fear
security
PERCEPTIVE
ACTIVE
RELAXED
shame
pride
INDIVIDUALISTIC
CONTROLLED
Ego Ideal
ADMIRATION
emulation
HAPPY
Understanding
Hero
CONFIDENT
Inspiring

Fig. 7 -- How the organization of the Questionnaire fits the personality theory

Demanding

The Demanding Teacher is identified by the items,

Makes us keep quiet/lets us be noisy
Makes the work too hard/makes the work too easy
Has too many rules/has hardly any rules

Demandingness develops out of placatory identifications with enemies and rivals. It has its origin in the impulsive child's struggle with his clean, demanding mother, and crystallizes with the resolution of the intra-family competition between the child and his parental rivals.

The demanding teacher has renounced satisfactions of her own for the sake of maintaining relationships with those she loves and fears. Now she requires of her children what her conscience demands of her. In the development of this conscience she has not only conceded to the power of her rivals, but been impressed by their aggressive success in enforcing their demands. Teaching offers her permission to be equally aggressive as long as it is in behalf of similar demands. It is easy to become a tyrant for the sake of the greater good.

How the Organization of the Questionnaire Fits into the Personality Theory

In Chapter III we sketched the theory which formed the basis for developing the Questionnaire. In this chapter we have described the 17 dimensions into which the Questionnaire was factored. We have put these pieces into one picture of personality in Figure 7. The dimensions of the Questionnaire and the structural elements of the personality theory are placed so that their primary relations are represented by proximity in the diagram.

This picture of personality can be summarized in terms of two basic orientations which develop out of the individual's childhood relationships. The first orientation is the desire "to have." It originates in the earliest relationship between mother and child. The child starts life needing mother and wanting to possess her. But he cannot keep her unless he pleases her. So the desire to have includes the need to please. "Having" involves both the desire to satisfy the id and the need to conform to the superego.

The desire "to have" is satisfied by sympathetic relations with friends who, like mother, provide an inner feeling of comfort and security. "Having" manifests itself in behaviors like Understanding and Participating. Understanding allows the teacher to keep the good, friendly mother inside of her, while Participating enables her to perpetuate childish enjoyments once experienced with mother.

While Sympathy supports "having" and encourages the person to be relaxed and impulsive, Antipathy arouses anxiety. It erodes feelings of happiness and rapport in the id. The experience of "not having" results in Blaming and Participating behavior. Here, participating serves to repair rather than to perpetuate childhood. The teacher wishes to gain what she did not get when she was a child.

The infantile superego is built out of "not having" experiences. "Not having" creates fear of loss of significant others. It brings the child to the realization that he will lose mother unless he placates her by meeting her demands. He must adapt and make compromises. He curbs impulsivity and learns obedience.

The desire "to be" originates out of the frustration which the child experiences in relation to the demanding, enemy mother. It is fostered by his successful emulation of the competent, hero mother and his placation of his envied parental rivals. Rivalry between child and parent precipitates the oedipal superego. When the child fails to honor the demands he has internalized he feels guilty. When he is conscientiously demanding of himself he feels virtuous. "Being" involves success in conforming to the demands of the superego and in living up to the dreams of the ego-ideal.

The desire "to be" leads to autonomy, resourcefulness, and independence. As the ego becomes successful in dealing with reality through being perceptive and active, and in providing the id with better long-run experience than can be obtained by impulsive behavior, it develops positive self-regard and ideals of self-mastery. This is where Control, Individuality, and the ability to be an Inspiring Teacher come in. An important feature in the ego's view of itself is how far it has developed beyond the weaknesses and incapacities of dependent childhood. When it discovers a weakness, a regression, a sign of childhood incapacity, its good opinion of itself is threatened and it feels ashamed. When it lives up to its own expectations and ambitions, when it channels the creative impulses of the id into positive lines without stumbling over the superego, it feels proud.

While relationships with friend and enemy prompt "having," relationships with hero and rival prompt "being." In the case of "having," friend and enemy are often one. The friendly mother we need is the demanding enemy we hate. In the case of "being," hero and rival are often one. The heroic mother whose competence we admire and whose power we envy is the threatening rival who interferes.

CHAPTER V

THE SAMPLE

Source of Subjects

The subjects for this study were women enrolled in elementary and secondary teacher training programs. They were drawn from the programs of three kinds of teacher training institutions. The sampling was structured so that about 40 percent would come from teachers' colleges, and 30 percent each from the teacher preparation programs at universities and liberal arts colleges. The purpose of spreading the sample over institutions in this way was to include in the study a range of respondents undergoing a variety of training programs.

The first step in setting up the sample was to compile a list of institutions which were accessible and offered the possibility of extended contact. The second step was an exploratory interview with the director of teacher training at each institution. Twelve of the nineteen institutions contacted were sufficiently interested to help us collect two observations from their teacher training students and to supply us with home addresses so that we could contact these students by mail during their first year of teaching for a third observation.

Of these twelve institutions, five were teachers' colleges, four were universities, and three were liberal arts colleges. We included all the teacher training students in these institutions from whom we could obtain a first questionnaire before practice teaching and a second one afterwards.

Schedule of Observations

Three time points were selected to get at critical stages in the development of the professional identity of the young teacher. The image that the student has of herself as a teacher before practice teaching is a fantasy of how she will achieve personal fulfillment through teaching. Practice teaching modifies this image in the direction of what the student teacher practices being. During the first year of teaching the image becomes the reality of what the young teacher has actually succeeded in being as a teacher.

The first administration of the questionnaire before practice teaching took place in the Spring or Fall of 1962. Subsequently subjects were tested in two groups. Group A graduated in the Spring of 1963 and taught during 1963-64. They responded to the questionnaire first as Juniors in the Spring or Seniors in the Fall of 1962, and second following practice teaching as Seniors in the Spring of 1963. Third questionnaires were collected from these subjects by mail in the Spring of 1964 during their first year of teaching.

Group B graduated in the Spring of 1964 and taught in 1964-65. They responded to the questionnaire first as Sophomores in the Spring or Juniors in the Fall of 1962, and second, following practice teaching as Seniors in the Spring of 1964. Their third questionnaires were collected by mail in the Spring of 1965 during their first year of teaching.

Three institutions had graduate teacher training programs. Students in these programs were tested early in the program before practice teaching. Their second

TABLE 1

DISTRIBUTION OF SUBJECTS
BY INSTITUTION AND QUESTIONNAIRE COMPLETION

Institution	First and Second Testing N_1	Third Reply[a] N_2	Testing Complete[b] N_3	Percent Reply N_2/N_1	Percent Complete N_3/N_1
Teachers' Colleges					
Mills College of Education					
A[c]	45	29	20	64.	44.
B	60	43	35	72.	58.
Total	105	72	55	69.	52.
National College of Education					
A	58	33	27	57.	47.
B	77	50	35	65.	45.
Total	135	83	62	62.	46.
Concordia Teachers College					
A	-	-	-	-	-
B	100	65	58	65.	58.
Total	100	65	58	65.	58.
Bank Street College of Education					
A	19	13	10	68.	53.
B	-	-	-	-	-
Total	19	13	10	68.	53.
Chicago Teachers' College					
A	29	14	11	48.	38.
B	31	27	25	87.	81.
Total	60	41	36	68.	60.
Total: Teachers' Colleges	419	274	221	65.	53.
Liberal Arts Colleges					
Augustana College					
A	32	28	24	88.	75.
B	43	36	32	84.	74.
Total	75	64	56	85.	75.
St. Xavier					
A	26	22	15	85.	58.
B	42	31	27	74.	64.
Total	68	53	42	78.	62.
Mundelein College					
A	24	22	19	92.	79.
B	22	14	14	64.	64.
Total	46	36	33	78.	72.
Total: Liberal Arts Colleges	189	153	131	81.	69.
Universities					
New York University					
A	60	30	20	50.	33.
B	116	68	54	59.	47.
Total	176	98	74	56.	42.
Roosevelt University					
A	99	64	51	65.	52.
B	-	-	-	-	-
Total	99	64	51	65.	52.
Claremont Graduate School					
A	25	20	14	80.	56.
B	12	9	8	75.	67.
Total	37	29	22	78.	59.
University of Chicago					
A	52	35	30	67.	58.
B	-	-	-	-	-
Total	52	35	30	67.	58.
Total: Universities	364	226	177	62.	49.
Total: All Institutions	972	653	529	67.	54.

---

[a] The number of women in the doublet sample who indicated their willingness to respond a third time.

[b] The number of women in the doublet sample who actually responded a third time.

[c] A-tested 1962-1964, B-tested 1962-1965.

testings were obtained just before graduation, and their third testings in the Spring of their first year of teaching.

The final sample of triple responses was obtained from the 972 women who responded to the questionnaire two times. Letters were sent to these subjects asking if they would be willing to participate a third time. Of the 972 women, 653 replied that they would, and 529 actually returned third responses. Table 1 reports the distribution of these women by institution. Of these 529 women, 21 had to be dropped from the sample because their questionnaires were incomplete. This left 508 complete cases in the final sample.

Sample Description

At the first testing these 508 young women had an average age of 21 years. In social class they were 3 percent upper, 21 percent upper middle, 34 percent middle, 21 percent lower middle, 16 percent upper lower, and 3 percent lower. In religion they were 38 percent Protestant, 36 percent Jewish, and 22 percent Catholic. Eighty-six percent were unmarried.

Table 2 describes these 508 subjects by type of institution and teaching level plans. Teaching level plans have been grouped into three categories: (1) Lower School -- kindergarten through third grade, (2) Middle School -- fourth through eighth grade, and (3) High School.

TABLE 2

FINAL SAMPLE OF 508 TRIPLE RESPONSES BY INSTITUTION AND TEACHING LEVEL

Institution	Teaching Level							
	Kgtn.-3rd		4th - 8th		9th - 12th		All Levels	
	N	%	N	%	N	%	N	%
Teachers' Colleges								
Mills College of Education	55	21.7	-	-	-	-	55	10.8
National College of Education	34	13.4	17	10.2	-	-	51	10.0
Concordia Teachers College	28	11.0	23	13.9	6	6.8	57	11.2
Bank Street College of Education	9	3.5	1	1.0	-	-	10	2.0
Chicago Teachers' College	5	2.0	23	13.9	8	9.1	36	7.1
Total: Teachers' Colleges	131	51.6	64	39.0	14	15.9	209	41.1
Liberal Arts Colleges								
Augustana College	17	6.7	15	9.0	23	26.1	55	10.8
St. Xavier College	16	6.3	13	7.8	8	9.1	37	7.3
Mundelein College	7	2.8	8	4.8	17	19.3	32	6.3
Total: Liberal Arts Colleges	40	15.8	36	21.6	48	54.5	124	24.4
Universities								
New York University	43	16.9	27	16.3	-	-	70	13.7
Roosevelt University	18	7.1	22	13.3	11	12.5	51	10.0
Claremont Graduate School	17	6.7	8	4.8	-	-	25	4.9
University of Chicago	5	2.0	9	5.4	15	17.0	29	5.7
Total: Universities	83	32.7	66	39.8	26	29.5	175	34.4
Total All Institutions	254	100.1	166	100.4	88	99.9	508	99.9
Percent of 508		50.0		32.6		17.3		99.9

Circumstances of Observation

First and Second Testings

At the first and second testings questionnaires were administered to the students in groups at their respective institutions. To protect their privacy we asked them not to sign their questionnaires. Instead, they wrote their name and questionnaire number on a three-by-five card. These cards were used to collate the first, second, and third questionnaires for each subject.

When we presented the questionnaire to a group we told them that our purpose was to learn what attracted people into teaching. We wanted to understand the psychological basis for teaching as a professional choice. We told them that many experienced teachers felt parents and former teachers played an important part in the choice of teaching as a career. Our questionnaire was therefore devoted to a study of these figures.

When subjects had trouble responding to items, we encouraged them to relax, to be expressive, even poetic. In almost all cases this point of view enabled them to complete the questionnaire. We asked them to work carefully, but not to deliberate laboriously over any one item.

When the question of a parent who is dead or has never been known came up, we encouraged subjects to rate this parent figure as they thought they might be, rather than leave the page blank.

Sometimes subjects wanted to skip items. We encouraged them to answer every item, even when they didn't feel strongly about it.

We collected the cards with name and number on them as soon as they had been filled out, but let the subjects take as long as they wanted on the questionnaire. No subject took more than an hour to complete the questionnaire. Most took about 30 minutes.

Third Testing

At the third testing subjects were no longer gathered in their respective teaching institutions. They had graduated and were about to complete their first year of teaching. All of the third questionnaires were collected by mail. When we wrote to the women who had completed two questionnaires, asking them if they were willing to respond a third time, we also asked whether they were currently teaching, had taught since graduation, and if so, how long; and if not, what they were doing. This information was subsequently coded and punched into the cards containing responses to the third questionnaire. The letter containing these supplementary questions is shown in Appendix A.

Questionnaires were sent immediately to all those who responded. When necessary, follow-up phone calls or letters were used to encourage the return of questionnaires. The rates of return for subjects from each institution are shown in Table 1.

Contrast Groups

In addition to the responses given by the 508 women in our final sample, we also collected responses from four contrast groups. Three of these were experienced teachers, teaching at the same three levels as our prospective teacher groups. Among these there were 102 lower school, 94 middle school, and 50 high school teachers. The fourth contrast group was 153 young women, for the most part still in college, with no plans to teach.

Only one response was collected from the women in the contrast groups. This was done in 1962 at about the same time we obtained the first response from our prospective teachers. Procedures for obtaining the observation and administering the questionnaire were similar.

Approximately half of the experienced teachers and half of the women with no plans to teach were in attendance at institutions where we collected the data from our prospective teachers. Seventy-one percent of the experienced teachers were studying at the graduate level. Ninety-six percent of the women not planning to teach were undergraduates.

The sources of the four contrast groups of women are listed in Table 3.

TABLE 3

THE FOUR CONTRAST GROUPS

Source[a]	Experienced Teachers Kgtn.-3rd N	 %	 4th - 8th N	 %	 9th - 12th N	 %	Non-Teaching Women N	 %
Concordia Teachers College	24	23.5	22	23.4	4	8.0	-	-
Stanislaus County, California Teachers	13	12.7	20	21.3	-	-	-	-
Pestalozzi Froebel College	12	11.8	-	-	-	-	-	-
Calvin College	9	8.8	6	6.4	3	6.0	-	-
Bank Street College of Education	9	8.8	4	4.3	-	-	-	-
Chicago Teachers College	8	7.8	10	10.6	4	8.0	-	-
Mundelein College	7	6.9	7	7.4	16	32.0	43	28.1
Park Manor School	-	-	5	5.3	-	-	-	-
Claremont Graduate School	-	-	-	-	7	14.0	-	-
Rutgers University	-	-	-	-	5	10.0	-	-
University of Chicago	-	-	-	-	3	6.0	-	-
St. Xavier College	-	-	-	-	-	-	23	15.0
Bowling Green State University	-	-	-	-	-	-	19	12.4
Housewives & Mothers	-	-	-	-	-	-	15	9.8
George Williams College	-	-	-	-	-	-	9	5.9
Augustana College	-	-	-	-	-	-	7	4.6
Other[b]	20	19.7	20	21.3	8	16.0	37	24.2
Total	102	100.0	94	100.0	50	100.0	153	100.0

[a] The order of rows follow the decreasing magnitude of percentages contributed by various sources in the Experienced Kgtn.-3rd Grade Teacher Group. Sources not contributing to this group are presented in order of decreasing magnitude.

[b] This category consists of small groups of women from sources which contributed less than the smallest number of women reported in a given column.

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CHAPTER VI

THE ANALYSIS

Three Types of Teachers

In Chapter III we discussed some possible relationships between personality development and the choice of a career. We will investigate the choice of teaching by comparing the 508 prospective teachers with the 153 women not planning to teach.

The 508 prospective teachers differ in their teaching plans. We take the point of view that choice of grade level also reflects personality development. The teaching level chosen fits the personality of the chooser. The prospective teacher seeks the grade level at which she can best live up to her professional ideals, conform to the demands of her conscience, and satisfy her own personal needs.

In the lower school, teachers deal with children five to nine years old. The children have not entered pubescence. They are immature sexually and small in relation to the teacher. Intellectual tasks are simple and concrete. Few, if any, threaten the teacher's intellectual abilities. The high school teacher, in contrast, deals with adolescents fourteen to eighteen years old who are sexually mature and as big as she is. Some intellectual tasks are as difficult for teacher as pupil.

As a result teacher-pupil relationships at the two levels are different. At the lower level the teacher is in a clear position of adult superiority. There is a hierarchical relationship in which the children are dependent upon the teacher and the teacher takes care of the children. At the high school level adult superiority is not assured for the teacher. Teacher and pupil are often closer to a peer relationship than to a hierarchical one. In order to retain command the teacher must either invoke the authority of the social structure, or succeed as a leader hero.

Because of these differences lower and high school teaching should attract different personality types. In terms of the family romance theory of career choice described in Chapter III we might expect lower school teaching to be particularly appealing to girls whose development was shaped by a father romance. The combination of superior status and the opportunity to care for children and in this way to enjoy family care vicariously should be tempting to them.

In contrast, the high school level with its greater emphasis on teaching and the dissolution of sharp hierarchical relationships should have special appeal to girls who had teacher romances. The depreciation of childhood in high school should appeal to their disenchantment with family relations. The emphasis on teaching should help them to enjoy their identification with their hero teacher.

We do not know yet how to identify such latent types in terms of the manifest responses in our data. But an explicit, if imperfect, sign distinguishing these types among our prospective teachers is the grade at which they plan to teach. In the analysis we will use teaching level plans as the indicator of latent personality type.

TABLE 4

BIOGRAPHICAL DESCRIPTION OF PROSPECTIVE TEACHERS AND CONTRAST GROUPS

	Prospective Teachers			Non-Teaching	Experienced Teachers		
	L	M	H	Women	L	M	H
	N=254	N=166	N=88	N=153	N=102	N=94	N=50
Age							
Mean	21.3	21.0	21.1	19.8	24.6	24.5	23.7
Sd. Dev.	4.5	4.8	5.1	1.2	3.3	3.0	2.6
Social Class[a]							
% Upper	4.3	1.8	1.1	5.2	1.0	1.1	2.0
% Upper Middle	26.4	12.7	18.2	13.7	11.8	10.6	14.0
% Indeterminate Middle	32.7	39.8	28.4	24.2	28.4	24.5	28.0
% Lower Middle	18.9	24.1	20.5	23.5	24.5	25.5	22.0
% Upper Lower	13.4	15.1	23.9	19.0	23.5	25.5	24.0
% Indeterminate Lower	3.1	2.4	5.7	4.6	6.9	6.4	6.0
% Lower Lower	-	.6	1.1	-	2.9	3.2	4.0
Religion							
% Protestant	33.4	41.0	45.5	36.6	67.7	75.5	48.0
% Jewish	45.7	31.3	12.5	3.9	7.8	4.3	4.0
% Catholic	16.1	22.2	37.5	48.4	16.7	18.1	40.0
% Other	.8	4.0	1.1	-	-	1.1	4.0
Marital Status							
% Single	85.0	85.5	88.6	81.7	57.8	69.1	66.0
% Married	8.7	6.6	6.8	2.6	25.5	14.9	12.0
% Married, children	4.8	2.4	1.1	5.9	13.7	14.9	20.0

[a] Social class ratings were derived from the occupations of the subjects' fathers.

To investigate the relationship between personality development and teaching plans we combine our prospective teachers into three teaching level groups on the basis of their plans at the first testing. The 254 women planning to teach kindergarten through third grade will be the lower school group. The 166 women planning to teach fourth through eighth grade will be the middle school group. The 88 women planning to teach ninth through twelfth grade will be the high school group.

We will take these three groups as representations of latent psychological types and analyze the characteristic attitudes of each group as though it were the attitudes of a single woman. In so far as our women differentiate on the basis of their teaching plans into psychological types, we will have observed attitude differences between them and on the basis of these differences can make inferences concerning the personality characteristics of the latent types.

Biographical Characteristics of Prospective Teachers and Contrast Groups

Biographical descriptions for the three groups of prospective teachers and four contrast groups are given in Table 4. When we examine these descriptions, we see that the prospective teachers are three years younger than the experienced teachers, but a year and a half older than the women with no plans to teach. As would be expected from their difference in age and position in life, more of the prospective teachers and women with no plans to teach are single.

With respect to differences among the prospective teachers, Table 4 shows that more of the prospective high school teachers come from the lower class. More of them are Catholic. Fewer are Jewish. In contrast more of the prospective lower school teachers come from the upper middle class. More of them are Jewish.

Finally, there are more Catholic women and far fewer Jewish women among those not planning to teach than among the prospective teachers.

The fact that there are social class and religious differences among the prospective teacher and contrast groups leads to two questions. Do social class and religion influence ratings on the questionnaire? If they do, are our measures of the relation between teaching plans and attitudes significantly confounded with the effects of social class and religion? We will take up the investigation of these two questions after we have described how ratings on individual items were reduced to the seven dimensions of personal feeling and the five dimensions of teaching behavior discussed in Chapter IV.

Dimension Scores

As we analyzed the data item-by-item we soon saw that it was fruitlessly cumbersome to describe groups and make comparisons between groups for each interpersonal image on each of the 26 word-pairs or 18 phrase-pairs. To simplify the presentation of the data we grouped items according to the clustering of feelings and behaviors found in the factor analyses of the questionnaire. We obtained dimension scores for a person by averaging their ratings on the items in each cluster. In these averages the items in the cluster are weighted one, the items out of the cluster are weighted zero. The resulting dimension score correlates highly with factor scores on the factor defining that cluster. But it is simpler to compute for subjects not in the factor analysis. Perhaps more important, these simple averages of a few items are easier to interpret in the analysis of the data.

This procedure gave us seven dimension scores for the personal feelings and five dimension scores for the teaching behaviors. These scores range from +3.0 at the positive extreme of the dimension to -3.0 at the negative extreme. We will analyze the data in terms of these dimension scores. Tables with the results for individual items are given in Appendix C.

Relationships between Biographical Variables and Dimension Scores

To determine whether social class and religion influence responses to the questionnaire, we correlated social class, religion and plans with the feelings and behaviors ascribed to each image in the questionnaire for our 508 prospective teachers at the first time of testing. We then calculated the partial correlations of plans with these image ratings when social class or religion was held constant. This showed us to what extent relationships between plans and ratings of images were altered when the effects of social class or religion were removed.

Social class was derived from the occupations of subjects' fathers classified according to a seven-point Warner scale coded from one at lower lower class to seven at upper class. Religion was represented by two binary variables, Jewish and Catholic, each coded one for "yes" and zero for "no." Plans were represented by a scale coded zero for kindergarten, one for

TABLE 5

CORRELATIONS BETWEEN BIOGRAPHICAL VARIABLES AND FEELINGS FOR EACH IMAGE AMONG 508 PROSPECTIVE TEACHERS

Image	Feelings	Social Class[a]	Religion[b] Catholic	Religion[b] Jewish	Plans[c]	Plans Given Class[d]	Plans Given Jewish[e]
FATHER:	Confident	.191[f]***	.013	.038	-.144**	-.123**	-.140**
	Active	.250 ***	.017	.043	-.125**	-.096*	-.119**
	Perceptive	.315 ***	.003	.145**	-.147***	-.112*	-.115**
	Individualistic	.354 ***	-.073	.205***	-.086	-.042	-.036
	Controlled	-.097 *	.165***	-.206***	.149***	.137**	.102*
	Happy	.097 *	-.055	.144**	-.195***	-.183***	-.165***
	Obedient	.187 ***	.010	.083	-.126**	-.104*	-.110*
MOTHER:	Confident	-.005	-.012	.082	-.109*	-.111*	-.092*
	Active	.013	-.012	.042	.006	.008	-.018
	Perceptive	.093 *	.020	.069	-.105*	-.094*	-.091*
	Individualistic	.234 ***	-.076	.231***	-.042	-.011	.018
	Controlled	-.022	-.033	-.094	.064	.062	.042
	Happy	.009	.071	.106	-.149***	-.149***	-.127**
	Obedient	.074	.036	.128**	-.070	-.061	-.039
SELF:	Confident	.082	.024	.043	-.035	-.024	-.025
	Active	.127 **	-.080	.086	-.031	-.014	-.009
	Perceptive	.172 ***	-.016	.145**	-.039	-.016	-.002
	Individualistic	.247 ***	-.033	.218***	-.035	-.002	.021
	Controlled	-.157 ***	.073	-.191***	.197***	.178***	.156***
	Happy	.050	-.023	.158***	-.175***	-.170***	-.141**
	Obedient	.038	.001	.108*	-.108*	-.104*	-.084
SELF AS TEACHER:	Confident	.065	.181***	.035	.042	.052	.053
	Active	.093 *	.012	.030	.053	.067	.064
	Perceptive	.130 **	.122**	.086	.020	.037	.044
	Individualistic	.218 ***	.007	.194***	.004	.034	.056
	Controlled	-.162 ***	.158***	-.256***	.303***	.288***	.256***
	Happy	.086	.035	.210***	-.237***	-.228***	-.196***
	Obedient	.034	.133**	.125**	-.029	-.025	.003
BEST LIKED TEACHER:	Confident	-.010	.126**	.035	-.072	-.074	-.066
	Active	-.007	-.008	-.080	.035	.034	.016
	Perceptive	.051	.133**	-.015	.060	.068	.059
	Individualistic	.046	.053	.048	.018	.024	.031
	Controlled	-.015	.047	-.090*	.148***	.148***	.130**
	Happy	.003	.087	.042	-.122**	-.123**	-.116**
	Obedient	-.000	.113*	-.004	-.056	-.057	-.059

[a] Social class var derived from the occupations of the subjects' fathers classified according to a seven-point Warner scale. Coded from 1 (Lower Lover class) to 7 (Upper class). Positive correlations indicate that higher ratings are associated with higher social class.

[b] Religion was represented by two binary variables, Jewish and Catholic, each coded one for "yes" and zero for "no." Positive correlations indicate that higher ratings are associated with that religion.

[c] Plans was coded from 0 (Kindergarten) to 5 (5th or 6th grade), 6 (7th or 8th grade), 8 (9th or 10th grade), and 9 (11th or 12th grade). Positive correlations indicate that higher ratings are associated with plans to teach at higher levels.

[d] The correlation of teaching plans with scores on feelings adjusted for social class. These partial correlations are based on a correlation of -.133 between teaching plans and social class.

[e] The correlation of teaching plans with scores on feelings, adjusted for being Jewish. These partial correlations are based on a correlation of -.255 between teaching plans and Jewish.

[f] For 500 subjects, correlations of .088, .115, and .147 are significant at the .05, .01, and .001 levels. * = .05, ** = .01, and *** = .001.

1st grade, two for 2nd grade, three for 3rd grade, four for 4th grade, five for 5th and 6th grade, six for 7th and 8th grade, eight for 9th and 10th grade, and nine for 11th and 12th grade.

The relations between social class and ratings of feelings are given in the first column of Table 5. It can be seen that 17 of the 35 possible correlations are significant. The relations between class and ratings of behaviors are given in the first column of Table 6. There three of the 10 possible correlations are significant. Social class makes a difference in the way self and others, particularly Father, are perceived.

What about the relations between the religious variables Catholic and Jewish and ratings of feelings? These are given in the second and third columns of Table 5.

In the Catholic column we see that 8 of the 35 possible correlations between being Catholic and ratings of self and others are significant. In Table 6, 5 of the 10 possible correlations between being Catholic and ratings of Self as a Teacher and Best-Liked Teacher are significant.

In the Jewish column of Table 5, 18 of the 35 possible correlations between being Jewish and ratings of feelings are significant. In Table 6, all 5 possible correlations between being Jewish and behaviors ascribed to Self as a Teacher, and 1 of the 5 possible correlations between being Jewish and behaviors ascribed to the Best-Liked Teacher are significant. Religion has an influence on ratings of self and others. Since the Jewish effect is more pronounced we will use being Jewish as the religious variable examined in the next section.

TABLE 6

CORRELATIONS BETWEEN BIOGRAPHICAL VARIABLES AND BEHAVIORS ASCRIBED TO SELF AS A TEACHER AND BEST-LIKED TEACHER AMONG 508 PROSPECTIVE TEACHERS

Image	Behaviors	Social Class[a]	Religion[b]		Plans[c]	Plans Given Class[d]	Plans Given Jewish[e]
			Catholic	Jewish			
SELF AS TEACHER:	Inspiring	.102[f]*	.042	.157***	-.024	-.010	.017
	Understanding	.086	.007	.118**	-.058	-.047	-.029
	Participating	.070	-.011	.126**	-.084	-.076	-.054
	Demanding	-.166 ***	.211***	-.192**	.250***	.232***	.212**
	Blaming	-.047	-.148***	-.126**	.034	.028	.002
BEST-LIKED TEACHER:	Inspiring	-.019	-.107*	.060	-.014	-.017	.001
	Understanding	-.011	.022	.007	-.137**	-.139**	-.141**
	Participating	.006	.066	.038	-.005	-.004	.005
	Demanding	-.133 **	.135**	-.139*	.070	.053	.036
	Blaming	.001	-.138**	.005	.100*	.101*	.105*

[a] Social class was derived from the occupations of the subjects' fathers classified according to a seven-point Warner scale. Coded from 1 (Lower Lower class) to 7 (Upper class). Positive correlations indicate that higher ratings are associated with higher social class.

[b] Religion was represented by two binary variables, Jewish and Catholic, each coded one for "yes" and zero for "no." Positive correlations indicate that higher ratings are associated with that religion.

[c] Plans were coded from 0 (Kindergarten) to 5 (5th or 6th grade), 6 (7th or 8th grade), 8 (9th or 10th grade), and 9 (11th or 12th grade). Positive correlations indicate that higher ratings are associated with plans to teach at higher levels.

[d] The correlation of teaching plans with behavior scores, adjusted for social class. These partial correlations are based on a correlation of -.133 between teaching plans and social class.

[e] The correlation of teaching plans with behavior scores, adjusted for being Jewish. These partial correlations are based on a correlation of -.255 between teaching plans and Jewish.

[f] For 500 subjects, correlations of .088, .115, and .147 are significant at the .05, .01, and .001 levels. * = .05, ** = .01, and *** = .001.

We have seen that social class and religion influence ratings. To what extent does this influence the correlations between ratings and teaching plans? The answer to this question is found in the data presented in the last three columns of Table 5 and 6. The simple correlations between ratings of images and plans are presented in the third column. The last two columns show the relations between ratings of images and plans with the influence of social class and being Jewish partialled out. These partial correlations tell us what relationship remains between ratings of images and plans when differences in social class and being Jewish are no longer permitted to contribute to the relationship.

When we compare these partial correlations with the simple correlations between ratings and plans, we find very little difference. All of the 19 correlations between ratings and plans which were significant remain so when the effect of social class is partialled out. Eighteen of the 19 correlations between ratings and plans remain significant when the effect of being Jewish is partialled out. This means that the correlations between ratings and plans are not due to a common dependence of both variables upon either social class or being Jewish. For this reason we will not adjust for differences in social class and religion in the subsequent analysis of these data.

Statistical Representations of Seven Types

At the beginning of this chapter we described the possible relationship between teaching level and personality. To study this relationship we have grouped our prospective teachers into three types by teaching level. When the same grouping is applied to the experienced teachers and we add the women not planning to teach we arrive at seven types of women. We will refer to our three groups of prospective teachers as the lower school woman, the middle school woman, the high school woman, and to the four contrast groups as the experienced lower school teacher, the experienced middle school teacher, the experienced high school teacher, and the non-teaching woman.

Each of these seven types is represented statistically by their average response to the questionnaire. For childhood relationships we used the percent of a given group selecting Mother, Father, or Teacher. For the feelings and behaviors ascribed to each image we used the mean dimension score of the group. The percent indicates the frequency with which a given relationship is recalled by a particular kind of woman. The mean score indicates the position on the rating scale typical of them.

Statistical Comparisons

To analyze these statistics we made comparisons between and within groups. Between group differences show how the types of women differ from one another. Within group differences show how images differ for a given group, and how self-conception is changed after practice teaching and regular teaching for prospective teachers.

The first between-group comparisons contrast each prospective teacher type with the non-teaching woman. The non-teaching woman provides the background against which to see what is special about planning to become a teacher.

The second between-group comparisons are among the different prospective teachers. The primary comparison is between the lower school and the high school woman. This comparison shows us whether there are attitude differences between prospective lower and high school teachers and whether these differences are consistent with the family romance theory of career choice.

Originally, we expected that this would be the only comparison among prospective teachers. However, we obtained enough women planning to teach in the middle grades to form a middle school group. This allows us to compare the middle school woman with the lower school and the high school woman. We will see whom the middle school woman is more like and to what extent she has characteristics of her own.

Finally, we compare each prospective teacher type with her teaching counterpart -- the experienced teacher at the same level. These differences indicate where each prospective teacher might be headed as she undergoes professional development.

The first within-group comparisons are among images at the first testing. We compare images of parents with images of best-liked teacher to see whether teacher has a special status for some types of women. We compare images of self and self as a teacher to see what enhancements and deprivations the role of teacher represents. We compare self images with the image of best-liked teacher to see how teacher serves as a model for professional development.

The second comparisons within groups are between scores at the first and second testings. We interpret these differences as a change in attitude toward self and role resulting from practice teaching. They represent how "playing the role" of a teacher affects attitudes.

The third comparisons within groups are the differences between ratings at the second and third testings. We interpret these differences as a change in attitude toward self and role resulting from actually teaching. These differences represent how "living the role" of a teacher affects attitudes.

In the between-group comparisons, means are uncorrelated because they come from independent groups of women. In the within-group comparisons, means are correlated, because they represent the attitudes of the same woman, on two occasions. In calculating the standard error for within-group differences, we take into account the correlation between the paired scores.

The concept of type described at the beginning of this chapter leads to a way of speaking about comparisons among groups. If a group has been composed on the basis of a manifest similarity like planning to be a teacher, and we compare them on a score to a contrast group of a different manifest type like not planning to teach, we will make such statements as "The woman who plans to teach rates herself more controlled than the woman who does not plan to teach."

This dichotomous statement about two types of women is based on the average score difference between manifest groups. If we took a middle position along the continuum of scores, we would find more women not planning to teach below this middle position than above, more women with plans to teach above it than below. But there could be substantial overlap between groups. Many women with no plans to teach will have scored higher than some prospective teachers. Some women with no plans to teach will have scored higher than many prospective teachers. It is our view that considerable overlap between manifest groups on a quality can be tolerated before the pursuit of contrasting latent types need be abandoned.

Criteria for Estimating Significances of Differences

This brings us to a consideration of what attitude to take when we observe group differences. We need a criterion. If we had some basis for making a substantive interpretation of the units of measurement we might be able to decide how big a difference in attitude was meaningful. But here as in most social science research, the substantive significance of the units of measurement is foggy. The best we can do is to use a statistical criterion based on the proportion of independent replications of the study which would support similar conclusions. If this proportion turns out to be large, say 95 percent or more, we accept this as sufficient to infer that one type of woman has more of a given quality than another.

A characteristic of this approach is its dependence on sample size. The larger the sample, the smaller the difference which is statistically significant. Each case is an independent piece of information. As the amount of information increases, we are able to detect fainter signs of the latent typology we seek in the data.

When we find differences between or within groups we will use statistical criteria to determine significance. Differences will be judged significant when the probability is high that differences in the same direction would be found in independent replications of the study.

For each observed difference we compute the ratio of the difference to its standard error. A ratio of +1.96 marks the point in the standard normal distribution beyond which lie 5 percent of the values, +2.58 marks the point beyond which lie 1 percent of the values, and +3.29 marks the point beyond which lie one-tenth of one percent of the values. We will use these .05, .01, and .001 levels of two-tail significance as our statistical criteria.

In the tables to come we have marked differences with ratios from 1.96 to 2.58 with one asterisk, from 2.58 to 3.29 with two asterisks, and above 3.29 with three asterisks.

In using these statistical criteria to evaluate differences in attitudes, we will keep in mind the various sizes of our samples. For a given difference the ratios are greater for large samples than small ones, because the standard error decreases as the sample size increases. For this reason, we will sometimes call attention to differences in attitudes for the high school woman (N = 88) which equal the magnitude of those for the lower (N = 254) or middle school (N = 166) woman, but for which the statistical significance is not as great.

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CHAPTER VII

CHILDHOOD EXPERIENCE AND TEACHER DEVELOPMENT

This chapter considers two topics: (1) What are the childhood recollections of prospective teachers? and (2) How do parental images fit these recollections? The purpose of the chapter is to see whether the data are consistent with a family romance theory of teacher development.

Recollections of Childhood

The childhood memories of the three types of prospective teachers and the non-teaching woman are the factual basis for the first part of the chapter. These data come from the page of the questionnaire where subjects recall which person in their childhood is best described by each of 20 relationships. The basic statistics are the percent of a group recalling Mother, Father, or Teacher as most important in a given item. In addition to these item percents we will give scores on the five dimensions Sympathy, Antipathy, Admiration, Interference, and Influence defined in Chapter IV. These scores are the average percent response for the items grouped on a dimension. The data are presented in Tables 7, 8, and 9. The heart of each table is the percent recollections for each type of teacher. To give these percents meaning, we make two comparisons. In the upper half of the table we show the differences among the three types of teachers. In the lower half of the table we compare the recollections of each type with the recollections of the non-teaching woman. Comparisons with the matching lower, middle, and high school experienced teachers are also shown but will not be discussed in this report.

TABLE 7

CHILDHOOD PERSON PERCENTS AND DIFFERENCES AMONG GROUPS

AT THE FIRST TESTING

MOTHER

		PERCENTS			DIFFERENCES AMONG PERCENTS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY	FRIEND	49.7	52.7	57.4	-2.9	-4.7	-7.6
WHOM WERE YOU CLOSEST TO		65.2	64.4	71.0	0.8	-6.5	-5.7
WHO LIKED YOU MOST		36.4	45.4	59.3	-9.0	-13.9*	-22.9***
WHO WANTED TO BE WITH YOU MOST		63.2	69.3	79.1	-6.1	-9.8	-15.8**
WHOM DID YOU LIKE MOST		47.4	49.7	50.0	-2.3	-0.3	-2.6
WHOM DID YOU WANT TO BE WITH MOST		46.6	45.4	43.0	1.2	2.4	3.6
WHO MADE YOU FEEL BEST		39.5	41.7	41.9	-2.2	-0.2	-2.3
WHOM DID YOU MOST WANT TO PLEASE		39.1	34.3	39.5	4.8	-5.2	-0.4
ADMIRATION	HERO	30.4	26.8	22.1	3.6	4.7	8.3*
WHOM DID YOU ADMIRE MOST		33.2	32.5	31.4	0.7	1.1	1.8
WHO WAS MOST SUCCESSFUL IN LIFE		14.6	9.2	12.8	5.4	-3.6	1.8
WHUM DID YOU MOST WANT TO BE LIKE		43.5	38.6	22.1	4.8	16.5**	21.4***
INFLUENCE	TEACHER	43.7	41.5	41.9	2.2	-0.4	1.9
WHO DID THE MOST WITH YOU		66.0	61.3	61.6	4.7	-0.3	4.4
WHO TAUGHT YOU THE MOST		43.1	42.3	39.5	0.8	2.8	3.5
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		22.1	20.9	24.4	1.3	-3.6	-2.3
ANTIPATHY	ENEMY	10.9	8.8	10.1	2.1	-1.3	0.9
WHO DISLIKED YOU MOST		5.5	6.1	7.0	-0.6	-0.9	-1.4
WHOM DID YOU DISLIKE MOST		7.1	6.8	8.1	0.4	-1.4	-1.0
WHO UNDERSTOOD YOU LEAST		20.2	13.5	15.1	6.7	-1.6	5.0
INTERFERENCE	RIVAL	28.3	23.3	26.4	5.0	-3.1	2.0
WHO FRUSTRATED YOU MOST		28.9	23.3	25.6	5.5	-2.3	3.3
WHOM DID YOU FEAR MOST		17.0	12.3	22.1	4.7	-9.8	-5.1
WHO GOT THEIR OWN WAY MOST		39.1	34.3	31.4	4.8	2.9	7.7
WHO LET YOU GET YOUR OWN WAY		38.3	33.7	43.0	4.6	-9.3	-4.7
SAMPLE SIZES		254	166	88			

CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER

		COMPARISON WITH					
		NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY	FRIEND	-3.2	-0.2	4.5	1.0	-2.9	-19.4**
WHOM WERE YOU CLOSEST TO		3.4	2.6	9.1	-2.0	-0.9	-19.0*
WHO LIKED YOU MOST		-11.6*	-2.5	11.4	8.5	3.3	-21.3*
WHO WANTED TO BE WITH YOU MOST		-2.7	3.3	13.1*	-2.3	-11.2	-31.1***
WHOM DID YOU LIKE MOST		-6.1	-3.8	-3.5	2.0	-3.7	-8.0
WHOM DID YOU WANT TO BE WITH MOST		1.5	0.3	-2.1	5.1	-2.1	-19.0*
WHO MADE YOU FEEL BEST		-3.5	-1.3	-1.2	-5.0	-2.5	-17.9*
WHOM DID YOU MOST WANT TO PLEASE		-3.2	-8.0	-2.8	2.2	6.2	-11.5
ADMIRATION	HERO	-1.1	-4.7	-9.4*	0.6	-5.2	-4.1
WHOM DID YOU ADMIRE MOST		-6.4	-7.1	-8.2	0.1	-5.5	-1.4
WHO WAS MOST SUCCESSFUL IN LIFE		0.7	-4.7	-1.1	8.4	4.3	-6.8
WHOM DID YOU MOST WANT TO BE LIKE		2.5	-2.3	-18.9**	-6.7	-14.3*	-4.1
INFLUENCE	TEACHER	7.4*	5.2	5.5	-4.7	-4.1	-17.9**
WHO DID THE MOST WITH YOU		9.1	4.4	4.7	-7.4	-3.2	-15.6
WHO TAUGHT YOU THE MOST		0.0	-0.7	-3.5	-1.7	-1.8	-19.5*
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		13.1***	11.8**	15.4**	-4.9	-7.3	-18.4**
ANTIPATHY	ENEMY	-0.6	-2.8	-1.5	2.1	8.3*	17.9**
WHO DISLIKED YOU MOST		-0.0	0.6	1.4	1.4	7.4	7.0
WHOM DID YOU DISLIKE MOST		0.2	-0.2	1.2	0.9	8.1	11.9
WHO UNDERSTOOD YOU LEAST		-2.1	-8.7*	-7.1	4.0	9.5	34.9***
INTERFERENCE	RIVAL	1.2	-3.8	-0.7	0.0	8.2*	8.3
WHO FRUSTRATED YOU MOST		-0.3	-5.9	-3.6	5.6	6.4	18.4*
WHOM DID YOU FEAR MOST		-4.5	-9.3*	0.6	-0.9	10.7*	1.9
WHO GOT THEIR OWN WAY MOST		8.6	3.8	0.8	-4.7	7.6	4.6
WHO LET YOU GET YOUR OWN WAY		2.2	-2.4	6.9	-1.6	0.1	-9.0
SAMPLE SIZES			N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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TABLE 8

CHILDHOOD PERSON PERCENTS AND DIFFERENCES AMONG GROUPS

AT THE FIRST TESTING

FATHER

		PERCENTS			DIFFERENCES AMONG PERCENTS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY	FRIEND	28.5	21.7	20.6	6.8*	1.1	8.0*
WHOM WERE YOU CLOSEST TO		20.6	17.8	9.3	2.8	8.5*	11.2**
WHO LIKED YOU MOST		37.2	25.2	24.4	12.0**	0.7	12.7*
WHO WANTED TO BE WITH YOU MOST		19.8	8.6	7.0	11.2***	1.6	12.8***
WHOM DID YOU LIKE MOST		30.4	23.9	30.2	6.5	-6.3	0.2
WHOM DID YOU WANT TO BE WITH MOST		26.9	23.3	20.9	3.6	2.4	5.9
WHO MADE YOU FEEL BEST		36.4	31.3	31.4	5.1	-0.1	5.0
WHOM DID YOU MOST WANT TO PLEASE		40.7	37.4	41.9	3.3	-4.4	-1.2
ADMIRATION	HERO	38.2	34.3	30.6	3.9	3.7	7.6
WHOM DID YOU ADMIRE MOST		38.3	33.1	30.2	5.2	2.9	8.1
WHO WAS MOST SUCCESSFUL IN LIFE		57.3	50.9	41.9	6.4	9.0	15.4*
WHOM DID YOU MOST WANT TO BE LIKE		19.0	19.0	19.8	-0.0	-0.8	-0.8
INFLUENCE	TEACHER	15.6	11.2	8.1	4.3	3.1	7.4**
WHO DID THE MOST WITH YOU		15.4	12.3	10.5	3.1	1.8	4.9
WHO TAUGHT YOU THE MOST		17.4	11.0	9.3	6.4	1.7	8.1*
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		13.8	10.4	4.7	3.4	5.8	9.2**
ANTIPATHY	ENEMY	12.9	17.2	20.2	-4.3	-3.0	-7.3
WHO DISLIKED YOU MOST		5.5	8.6	9.3	-3.1	-0.7	-3.8
WHOM DID YOU DISLIKE MOST		5.9	8.6	17.5	-2.7	-8.9	-11.5**
WHO UNDERSTOOD YOU LEAST		27.3	34.3	33.7	-7.1	0.6	-6.4
INTERFERENCE	RIVAL	31.5	35.2	38.0	-3.7	-2.8	-6.5
WHO FRUSTRATED YOU MOST		22.1	28.2	38.4	-6.1	-10.2	-16.2**
WHOM DID YOU FEAR MOST		41.5	46.0	38.4	-4.5	7.6	3.1
WHO GOT THEIR OWN WAY MOST		30.8	31.3	37.2	-0.4	-5.9	-6.4
WHO LET YOU GET YOUR OWN WAY		40.3	39.3	36.1	1.1	3.2	4.3
SAMPLE SIZES		254	166	88			

CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

		COMPARISON WITH					
		NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY	FRIEND	7.0*	0.1	-1.0	-7.1*	4.2	12.1*
WHOM WERE YOU CLOSEST TO		2.5	-0.3	-8.8*	-5.6	5.2	12.7
WHO LIKED YOU MOST		10.8*	-1.2	-2.0	-7.3	8.6	19.6*
WHO WANTED TO BE WITH YOU MOST		9.4**	-1.8	-3.4	-4.8	10.3*	21.0**
WHOM DID YOU LIKE MOST		6.1	-0.4	5.9	-8.6	4.5	1.8
WHOM DID YOU WANT TO BE WITH MOST		4.0	0.4	-2.0	-9.6*	-1.7	15.1
WHO MADE YOU FEEL BEST		9.3*	4.2	4.3	-6.5	-1.5	2.6
WHOM DID YOU MOST WANT TO PLEASE		3.9	0.6	5.1	-3.9	-9.0	4.1
ADMIRATION	HERO	6.0	2.2	-1.6	-13.7***	-12.3**	1.4
WHOM DID YOU ADMIRE MOST		9.2	4.0	1.1	-14.2**	-10.1	-4.2
WHO WAS MOST SUCCESSFUL IN LIFE		6.6	0.2	-8.8	-21.7***	-21.2***	6.1
WHOM DID YOU MOST WANT TO BE LIKE		2.3	2.3	3.1	-5.2	-5.5	2.2
INFLUENCE	TEACHER	6.8**	2.4	-0.7	-5.2*	4.1	9.2*
WHO DID THE MOST WITH YOU		4.3	1.2	-0.6	-2.8	5.3	7.5
WHO TAUGHT YOU THE MOST		7.0*	0.6	-1.1	-7.0	-0.2	12.7
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		9.0**	5.6	-0.2	-5.8	7.1	7.3
ANTIPATHY	ENEMY	-5.1	-0.9	2.1	0.9	-0.1	-15.5***
WHO DISLIKED YOU MOST		-1.4	1.6	2.4	2.5	-3.2	-9.3**
WHOM DID YOU DISLIKE MOST		-9.3**	-6.7	2.2	6.7	6.3	-15.5***
WHO UNDERSTOOD YOU LEAST		-4.7	2.4	1.8	-6.6	-3.3	-21.7**
INTERFERENCE	RIVAL	-8.1*	-4.4	-1.6	1.8	-0.5	-6.7
WHO FRUSTRATED YOU MOST		-14.0**	-7.9	2.3	-0.3	4.2	-18.4*
WHOM DID YOU FEAR MOST		-7.8	-3.3	-10.9	4.5	-0.0	7.6
WHO GOT THEIR OWN WAY MOST		-2.5	-2.1	3.9	1.3	-5.6	-9.2
WHO LET YOU GET YOUR OWN WAY		0.7	-0.3	-3.5	-7.0	-1.4	-0.1
SAMPLE SIZES			N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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TABLE 9

CHILDHOOD PERSON PERCENTS AND DIFFERENCES AMONG GROUPS

AT THE FIRST TESTING

TEACHER

		PERCENTS			DIFFERENCES AMONG PERCENTS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY	FRIEND	4.3	5.5	8.1	-1.2	-2.6	-3.9
WHOM WERE YOU CLOSEST TO		1.2	1.2	3.5	-0.0	-2.3	-2.3
WHO LIKED YOU MOST		3.6	4.3	2.3	-0.7	2.0	1.2
WHO WANTED TO BE WITH YOU MOST		1.2	0.6	1.2	0.6	-0.6	0.0
WHOM DID YOU LIKE MOST		4.7	4.9	11.6	-0.2	-6.7	-6.9
WHOM DID YOU WANT TO BE WITH MOST		3.6	6.8	11.6	-3.2	-4.9	-8.1*
WHO MADE YOU FEEL BEST		11.5	15.3	18.6	-3.9	-3.3	-7.1
WHOM DID YOU MOST WANT TO PLEASE		11.9	17.8	16.3	-5.9	1.5	-4.4
ADMIRATION	HERO	19.8	26.4	36.1	-6.6*	-9.7*	-16.3***
WHOM DID YOU ADMIRE MOST		15.4	20.9	27.9	-5.4	-7.1	-12.5*
WHO WAS MOST SUCCESSFUL IN LIFE		17.8	28.2	33.7	-10.4*	-5.5	-15.9**
WHOM DID YOU MOST WANT TO BE LIKE		26.1	30.1	46.5	-4.0	-16.5*	-20.4***
INFLUENCE	TEACHER	29.1	32.3	42.7	-3.2	-10.3*	-13.5***
WHO DID THE MOST WITH YOU		5.5	8.6	18.6	-3.1	-10.0*	-13.1**
WHO TAUGHT YOU THE MOST		33.6	39.9	46.5	-6.3	-6.6	-12.9*
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		48.2	48.5	62.8	-0.2	-14.3*	-14.6*
ANTIPATHY	ENEMY	54.2	48.5	51.2	5.7	-2.7	3.0
WHO DISLIKED YOU MOST		56.9	49.1	51.2	7.8	-2.1	5.7
WHOM DID YOU DISLIKE MOST		62.9	55.8	54.7	7.0	1.2	8.2
WHO UNDERSTOOD YOU LEAST		42.7	40.5	47.7	2.2	-7.2	-5.0
INTERFERENCE	RIVAL	29.9	29.0	28.7	0.9	0.3	1.2
WHO FRUSTRATED YOU MOST		38.7	36.8	31.4	1.9	5.4	7.3
WHOM DID YOU FEAR MOST		34.8	35.0	33.7	-0.2	1.2	1.1
WHO GOT THEIR OWN WAY MOST		16.2	15.3	20.9	0.9	-5.6	-4.7
WHO LET YOU GET YOUR OWN WAY		8.7	12.3	12.8	-3.6	-0.5	-4.1
SAMPLE SIZES		254	166	88			

CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

TEACHER

		COMPARISON WITH					
		NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY	FRIEND	-0.7	0.5	3.2	2.6	3.5	1.9
WHOM WERE YOU CLOSEST TO		0.5	0.5	2.8	-0.0	2.8	-1.5
WHO LIKED YOU MOST		-2.0	-1.3	-3.2	4.5	-0.2	-0.3
WHO WANTED TO BE WITH YOU MOST		-0.2	-0.8	-0.2	-1.2	0.7	6.8
WHOM DID YOU LIKE MOST		1.3	1.4	8.2*	3.3	5.9	-3.6
WHOM DID YOU WANT TO BE WITH MOST		0.1	3.3	8.2*	1.0	4.1	-1.6
WHO MADE YOU FEEL BEST		-3.8	0.1	3.3	8.1	7.6	11.4
WHOM DID YOU MOST WANT TO PLEASE		2.1	8.1*	6.6	-0.4	7.9	-0.3
ADMIRATION	HERO	0.8	7.4*	17.1***	4.8	16.0***	1.9
WHOM DID YOU ADMIRE MOST		0.1	5.6	12.6*	4.1	15.6**	-1.9
WHO WAS MOST SUCCESSFUL IN LIFE		-1.0	9.5*	15.0*	7.5	15.0*	8.3
WHOM DID YOU MOST WANT TO BE LIKE		3.2	7.1	23.6***	2.6	17.2**	-0.5
INFLUENCE	TEACHER	4.6	7.8*	18.1***	3.1	4.2	-1.3
WHO DID THE MOST WITH YOU		-5.6	-2.5	7.5	2.5	2.2	-10.6
WHO TAUGHT YOU THE MOST		-3.9	2.4	9.0	5.5	4.7	9.5
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		23.2***	23.5***	37.8***	1.2	5.6	-2.8
ANTIPATHY	ENEMY	3.7	-2.0	0.7	-0.5	-4.8	-5.8
WHO DISLIKED YOU MOST		3.4	-4.4	-2.3	-2.9	-3.1	0.8
WHOM DID YOU DISLIKE MOST		3.1	-3.9	-5.1	-1.9	-8.5	-2.7
WHO UNDERSTOOD YOU LEAST		4.5	2.3	9.5	3.3	-2.6	-15.7
INTERFERENCE	RIVAL	7.2*	6.3	6.0	-5.8	-6.0	-6.0
WHO FRUSTRATED YOU MOST		10.3*	8.3	2.9	-5.4	-13.8*	-1.4
WHOM DID YOU FEAR MOST		11.9**	12.0*	10.8	-8.4	-9.3	-9.7
WHO GOT THEIR OWN WAY MOST		-0.5	-1.3	4.3	-3.6	4.9	-6.9
WHO LET YOU GET YOUR OWN WAY		2.4	6.0	6.5	3.9	6.6	3.2
SAMPLE SIZES			N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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We have sharpened our appreciation of the information in Tables 7 through 9 by summarizing it in a series of figures. In these figures we have selected from the data in the tables the items which are outstanding, and have arranged them in the order of their importance for distinguishing prospective teacher types from the non-teaching woman and from one another. The asterisks in these figures correspond in meaning to those in Tables 7 through 9 where *, **, and *** represent respectively the .05, .01, and .001 levels of two-tail significance.

We will begin by discussing the recollections of childhood which distinguish all prospective teachers from the non-teaching woman. These are shown in Figure 8. The childhood person involved and the relationship under consideration is on the left. The differences in percent which distinguish the prospective teachers from the non-teaching woman are on the right. Compared to the non-teaching woman, the prospective teacher more frequently recalls that Teacher and Mother influenced her to become a teacher. The over-all trend can be

	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
TEACHER			
Who most influenced me to become a teacher	23***	23***	38***
Whom I feared most	12**	12*	11
MOTHER			
Who most influenced me to become a teacher	13***	12**	15**
FATHER			
Who most influenced me to become a teacher	9**	6	0

Fig. 8 -- The influence of Teacher and Mother and the fear of Teacher among prospective teachers

explained by the 57 percent non-teaching women who did not answer this item, but the distribution of differences cannot. This "influence to become a teacher" is focused first of all on Teacher and second on Mother, but not, except among lower school woman, on Father.

The second point brought out by Figure 8 is that the prospective teacher more often recalls Teacher as the person she feared most in childhood. What role does fear play in the professional motivation of teachers? Is this an instance of "identification with the aggressor," the phenomenon in which those who impress us, even though through fear, influence us to be like them? If so, we might expect that one aspect of the influence of teacher is marked by the role of an interfering rival, and that placatory identification between child and teacher play a part in teacher development.

So much for the comparison of prospective teachers with the non-teaching woman. Which type of prospective teacher stands out most from the rest? Analysis of Tables 7, 8, and 9 shows that it is the high school woman. Her salient recollections are presented in Figure 9. Teacher is the significant childhood person. Not only does the prospective high school teacher more frequently recall admiring and being influenced by Teacher than do the other types but she more frequently recalls Teacher as the person she liked most and wanted most to be with. Mother also plays a special, if one-sided part. In comparison with the others the high school woman more often recalls that Mother wanted to be with her most and liked her most. But she less frequently recalls wanting to be like Mother. It is as though Mother loved her well enough, but she did not reciprocate by loving Mother. It was

	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	Mid
TEACHER			
ADMIRATION	17***	16***	10*
Whom I most wanted to be like	24***	20***	16*
Who was most successful in life	15*	16**	6
Whom I admired most	13*	13*	7
INFLUENCE	18***	14***	10*
Who most influenced me to become a teacher	38***	15*	14*
Who did the most with me	8	13**	10*
Who taught me the most	9	13*	7
Whom I liked most	8*	7	7
Whom I wanted to be with most	8*	8*	5
MOTHER			
Who liked me most	11	23***	14*
Who wanted to be with me most	13*	16**	10
ADMIRATION	-9*	-8*	-5
Whom I most wanted to be like	-19**	-21***	-17**
FATHER			
Whom I was closest to	-9*	-11**	-8*

Fig. 9 -- The influence of Teacher
among prospective high school teachers

Teacher, not Mother, whom she loved and wanted to be like. Finally, the high school woman less frequently recalls being close to Father than do the other types of women.

Thus, the prospective high school teacher is characterized by more frequent possessive and emulative identifications with teacher. Mother is a friend to her but not especially her friend. Father is away. Taking the prospective high school teacher as a type, and summing up her childhood from the point of view of her recollections, we can imagine her saying: "Teacher became the most important figure in my life. I admired her and wanted to be like her. She influenced me, and I loved her. She was my friend, my hero, and my inspiration. Mother loved me; she was friendly to me, but I did not like her best, and I did not want to be like her. Father and I were not close."

The other type which stands out is the prospective lower school teacher. Figure 10 summarizes the distinctive features of this type. Father is the significant figure for the lower school woman. She recalls Sympathy from and the Influence of Father significantly more often than do the others. She recalls disliking Father or being frustrated by him less often. In contrast to the high school woman, the lower school woman less often recalls that Mother liked her most and more often recalls that Teacher frustrated her. It is as though she were saying, "Father is the friend who loved and taught me most and who frustrated me least. I did not reject him. Mother is my enemy and teacher is my rival."

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
	Non-T	High	Mid
FATHER			
SYMPATHY	7*	8*	7*
Who liked me most	11*	13*	12**
Who wanted to be with me most	9**	13***	11***
Who made me feel best	9*	5	5
INFLUENCE	7*	7**	4
Who most influenced me to become a teacher	9**	9**	3
Who taught me most	7*	8*	6
Whom I disliked most	-9**	-12**	-3
INTERFERENCE	-8*	-7	-4
Who frustrated me most	-14**	-16**	-6
MOTHER			
Who liked me most	-12*	-23***	-9
TEACHER			
INTERFERENCE	7*	1	1
Who frustrated me most	10*	7	2

Fig. 10 -- The influence of Father
among prospective lower school teachers

According to these data, teacher has most to do with making a high school teacher, father has most to do with making a lower school teacher. The slightly negative part teacher plays in the recollections of prospective lower school teachers surprised us. We expected that the image of Teacher would play a positive role for all prospective teachers. But favorable recollections of teacher are no more frequent among lower school teachers than among non-teaching women. And the lower school woman significantly more frequently recalls frustration with teacher.

This brings us to the prospective middle school teacher. Her distinguishing recollections are set forth in Figure 11. She is between the lower school and high school

	PROSPECTIVE MIDDLE SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	High
TEACHER			
ADMIRATION	7*	7*	-10*
Who was most successful in life	9*	10*	-6
Whom I most wanted to please	8*	6	2
MOTHER			
Whom I most feared	-9*	-5	-10
Who understood me least	-9*	-7	-2
FATHER			
Who frustrated me most	-8	-6	-10
Whom I disliked most	-7	-3	-9

Fig. 11 -- The position of prospective middle school teachers

women in Admiration for Teacher, admiring the teacher more than the lower school woman, but less than the high school woman. Where the lower school woman seemed estranged from mother, and the high school woman seemed estranged from father, the middle school woman claims less distance from either parent. She less often recalls Mother as the person she most feared or who understood her least. And she less often recalls Father as the person who frustrated her most, or whom she most disliked. Perhaps the middle school woman is characterized by more often striving to keep up good relations with both parents no matter what. Perhaps she is trying to hang on to both sides at once, to have mother and father, to be teacher and remain faithful to parents, to teach lower and high school at one time, say, by becoming a middle school teacher.

Parental Images

The parental images recorded by our types of women can be used to shed further light on the patterns of childhood recollections just discussed. If we can assume that contemporary feelings about parents express the residue of significant childhood experiences with them, these images should provide insight into why parents play the roles they do in the family romances of prospective teachers. The data come from the two pages of the questionnaire on which subjects used 26 word-pairs to describe how they felt about Mother and Father.

Their responses to these word-pairs have been combined into scores on the seven dimensions of feeling described in Chapter IV. The basic statistics for a group of women are their mean scores for each parent on each dimension at the first testing. These means are the nucleus of Tables 10 and 11. To give them meaning we also show mean differences among teacher types, between teacher

TABLE 10

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
MOTHER

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	1.71	1.62	1.29	0.09	0.33	0.42*	0.16	0.07	-0.26	-0.18	-0.13	0.01
EGO	ACTIVE	0.89	0.84	0.80	0.05	0.04	0.09	0.19	0.13	0.09	-0.36*	-0.47*	0.05
	PERCEPTIVE	1.96	1.80	1.69	0.16	0.11	0.27*	0.13	-0.02	-0.13	-0.16	-0.28*	-0.22
EGO IDEAL	INDIVIDUALISTIC	-0.02	-0.31	-0.22	0.28	-0.09	0.20	0.39*	0.11	0.20	-0.45*	-0.27	-0.33
	CONTROLLED	-1.37	-1.34	-1.24	-0.03	-0.10	-0.13	0.12	0.15	0.25	0.40**	0.34*	0.16
HAVE	HAPPY	2.26	2.24	2.01	0.02	0.23*	0.24*	0.13	0.11	-0.12	-0.24*	-0.20*	-0.22
ID	RELAXED	1.37	1.34	1.24	0.03	0.10	0.13	-0.12	-0.15	-0.25	-0.40**	-0.34*	-0.16
	IMPULSIVE	-2.49	-2.48	-2.36	-0.01	-0.13	-0.14	-0.09	-0.08	0.05	0.14	0.19	0.28
SUPER EGO	OBEDIENT	2.49	2.48	2.36	0.01	0.13	0.14	0.09	0.08	-0.05	-0.14	-0.19	-0.28
	CONFORMING	0.02	0.31	0.22	-0.28	0.09	-0.20	-0.39*	-0.11	-0.20	0.45*	0.27	0.33
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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types and the non-teaching woman, and between each teacher type and the matching group of experienced teachers.

The row structure of these tables has been arranged according to the way the seven dimensions fit into the personality theory described in Chapters III and IV. Three of the dimensions represent conflicts between the psychic structures of id, ego-ideal and superego. Each pole of these conflict dimensions represents a psychic structure. In order to retain the full implications of scores on these dimensions we list each score twice, once for each pole. Thus a score of +0.2 in the direction of Controlled on the conflict Controlled/Relaxed will appear under the Ego-Ideal as +0.2 Controlled and under the Id as -0.2 Relaxed.

We expected that the effect of mother as revealed in variation in image of Mother would dominate the data. Mother is the child's first teacher, and the parent who does most with the child's early years. But in our data it is the image of Father which is more important in distinguishing the prospective teachers from the non-teaching woman as well as the different types of teaching women from one another. Means and differences between means at the first time of testing for ratings of Father by our teaching and contrast group of women are in Table 11. We have collected the significant differences between the prospective teachers and the non-teaching woman in Figure 12. It is the lower school woman who stands out. She views her father as significantly more happy, relaxed, and confident than does the non-teacher. In contrast, the high school woman tends to rate her father less favorably than the non-teaching woman.

TABLE 11

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	2.11	1.96	1.65	0.14	0.31	0.45**	0.30*	0.16	-0.15	-0.22	-0.19	0.09
EGO	ACTIVE	0.90	0.63	0.53	0.28	0.10	0.38*	0.13	-0.14	-0.24	-0.40*	0.06	-0.01
	PERCEPTIVE	2.07	1.88	1.74	0.19*	0.14	0.33*	0.27**	0.08	-0.06	-0.12	-0.11	-0.04
EGO	INDIVIDUALISTIC	-0.56	-0.74	-0.84	0.17	0.11	0.28	0.25	0.08	-0.03	-0.62***	-0.27	-0.33
IDEAL	CONTROLLED	-0.94	-0.74	-0.26	-0.19	-0.48*	-0.67***	-0.36*	-0.17	0.31	0.43*	-0.03	-0.45
HAVE	HAPPY	2.14	2.01	1.47	0.13	0.54**	0.67***	0.38***	0.25*	-0.29	-0.42**	-0.20	0.33
ID	RELAXED	0.94	0.74	0.26	0.19	0.48*	0.67***	0.36*	0.17	-0.31	-0.43*	0.03	0.45
	IMPULSIVE	-2.25	-2.15	-1.90	-0.10	-0.25	-0.35*	-0.10	-0.	0.25	0.38**	0.24	0.03
SUPER	OBEDIENT	2.25	2.15	1.90	0.10	0.25	0.35*	0.10	0.	-0.25	-0.38**	-0.24	-0.03
EGO	CONFORMING	0.56	0.74	0.84	-0.17	-0.11	-0.28	-0.25	-0.08	0.03	0.62***	0.27	0.33
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
FATHER	Low	Mid	High
Happy	.38***	.25*	-.29
Relaxed/Controlled	.36*	.17	-.31
Confident	.30*	.16	-.15

Fig. 12 -- The image of Father among prospective teachers

Figure 13 brings together all the differences distinguishing the lower school woman. In both feeling and effectiveness, the lower school woman has a significantly

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
FATHER	Non-T	High	Mid
Happy	.38***	.67***	.13
Relaxed/Controlled	.36*	.67***	.19
Confident	.30*	.45**	.14
Active	.13	.38*	.28
Perceptive	.27**	.33*	.19*
Obedient/Impulsive	.10	.35*	.10

Fig. 13 -- The image of Father among prospective lower school teachers

more favorable image of Father than does the high school woman. Not only does she rate her father as more happy and relaxed, but she also sees him as a more confident, active, perceptive, and obedient person. Rating her father more happy and relaxed suggests she sees him more able to satisfy himself. Rating him more confident, active, and perceptive suggests that she sees him as more effective in dealing with the world. Rating him more obedient suggests that she sees him as a person who has made an acceptable adaptation to the rules of family living.

Figure 14 presents the same data arranged for distinguishing the prospective high school teacher. Her father appears relatively unhappy, unsure, impulsive, controlled, inactive, and unperceptive. Rating him more unhappy, unsure, and impulsive suggests that she sees him as more ineffective both in meeting his own needs and in managing his relation to reality. Rating him more controlled, inactive, and unperceptive suggests that she sees him as resolving his problems by inhibition.

	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
FATHER	Non-T	Low	Mid
Happy	-.29	-.67***	-.54**
Relaxed/Controlled	-.31	-.67***	-.48*
Confident	-.15	-.45**	-.31
Obedient/Impulsive	-.25	-.35*	-.25
Active	-.24	-.38*	-.10
Perceptive	-.06	-.33*	-.14

Fig. 14 -- The image of Father among prospective high school teachers

These differences in image of father suggest that the lower school woman's father achieves self-respect through self-expression rather than self-control, meets the requirements of society and his conscience through obedience rather than conformity, and satisfies his own needs for comfort through relaxation rather than impulsivity. We infer from this that the lower school woman's father was more often a relaxed, contented, well-integrated person whom his daughter could feel close to. This would explain his sympathetic and influential relationship with her.

The high school woman's father, in contrast, appears to keep his self-respect through inhibition rather than self-expression, to get along with society through conformity rather than obedience, and to satisfy his own needs through impulsivity rather than relaxation. We infer from this that the high school woman's father was more often a controlled, dissatisfied person whom his daughter could not get close to. This would explain why the high school woman more frequently felt distant from her father.

The Family Romance Theory of Teacher Development

Reviewing our impressions of the childhood recollections of the three types of prospective teachers, we infer that a special admiring relationship with teacher built on a loving but no longer stimulating relationship with mother and a poor or non-existent relationship with father makes a high school teacher. In contrast, a special sympathetic relationship with father facilitated by a poor relationship with mother and sharpened by frustration with teacher makes a lower school teacher. While the middle school teacher is in between on her admiration for teacher, she is different in being less estranged from mother than the prospective lower school teacher, and less estranged from father than the prospective high school teacher.

To see how these data fit into the family romance theory of teacher development outlined in Chapter III, we have brought together in Figure 15 the theory of Chapter III and the data evaluated in this chapter. If we compare the parts played by parents and teachers in the Father and Teacher Romances we see that the high school woman is different from others in the direction of a Teacher Romance, while the lower school woman is different in the direction of a Father Romance. In the Teacher Romance we hypothesized that teacher would be friend and hero, parents would be enemy. The high school woman is distinguished by more frequently citing teacher as her hero and the friend she liked. The differences between hypothesis and observation are that parents do not appear as an enemy. Although father is portrayed as relatively uninviting the high school woman recalls mother as a friend who liked her.

A possible explanation for the unreciprocated love relationship between mother and daughter is that the girl felt guilty over competing with father, and for this reason transferred her side of the affection from mother to teacher. In transferring her affections to teacher, the girl not only relieves her guilt, but also gets in the teacher an improved mother combined with a stronger and more admirable father. When she grows up, being a teacher is what she always wanted, but not in lower school. Daily life in the lower school classroom is too much like home and family. Lower school teaching looks too much like being the mother she has given up loving and does not want to be like. High school teaching promises a better way to satisfy the ambitions of her Teacher Romance.

In the Father Romance we hypothesized that father would be the friend and hero and mother the enemy. The lower school woman is different from others in more frequently citing father as friend and major influence and mother as enemy. Here, the differences between theory and fact are the absence of father in the hero role and the possible presence of teacher as a frustrating rival. The lower school woman is distinguished by the influence she attributes to father. But as an explicit professional model he is less directly useful to her than the teacher is to the high school woman. He is the wrong sex and profession. How can she recall wanting to be just like him? Her admiration for her father cannot express itself directly. She must use her identification with him to become her own hero in the classroom. Why was teacher frustrating? Perhaps when the girl got to school she was disappointed that the teacher did not play the part of her loving father, or, perhaps, the teacher reminded her of her enemy mother. As a teacher, the lower school woman would like to recreate the pattern of her own earlier relationships. She would like to play the part of a loving and understanding father -- the kind of person her own father was to her. She would also like to continue to experience her father's love. By enjoying vicariously the attention she gives the children in her class she can retain and relive the comfort and satisfaction of her Father Romance.

Relationships Scored by Questionnaire	Family Romance Theory				Prospective Teachers		
	Identification	Role	Teaching Romance		Lower	Middle	High
sympathy	possessive	friend	Father	Teacher	Father	———	for Teacher from Mother
antipathy	placatory	enemy	Mother	Parents	Mother	(not parents)	(Father)
admiration	emulative	hero	Father	Teacher	———	(Teacher)	Teacher not Mother
interference	placatory	rival	———	———	(Teacher) not Father	(not parents)	———
influence	———	———	Father	Teacher	Father	———	Teacher

Fig. 15 -- The family romance theory of teacher development

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CHAPTER VIII

SELF AND PROFESSIONAL DREAM

This chapter is concerned with two questions, How does the prospective teacher see herself as a person, and What are her dreams about being a teacher? We are interested in her self-concept because she has arranged her life and chosen her profession in terms of her view of the kind of person she is. Her picture of herself will show us what kind of self-conception goes with planning to teach. The dreams she has of herself as a teacher grow out of this self-conception. They represent the self-improvements she anticipates admiring when she finally becomes a teacher. These dreams will play a part in determining what is satisfying and frustrating in her classroom work with children.

The data for this chapter come from the three pages of the questionnaire on which subjects describe how they feel about themselves and how they expect they will feel and behave as teachers when they get to the classroom. They described themselves and their feelings about being a teacher on the same 26 word-pairs with which they rated their parents. These ratings were scored into the seven dimensions of feeling. They used 18 phrase-pairs to describe how they imagined they would behave as teachers. These ratings were scored into the five kinds of classroom behavior -- Blaming, Understanding, Participating, Inspiring, and Demanding, defined in Chapter IV. Classroom behaviors are presented in the row organization of subsequent tables according to how they fit into the personality structure described in Chapter III.

Images of Self and Role

Prospective Teachers Versus Non-Teaching Women

Tables 12 and 13 show prospective teachers' mean ratings of Myself and Me as a Teacher. Myself represents the personal self-conception of the subject. Me as a Teacher, represents her professional expectation, the role she hopes to fulfill when she succeeds in becoming a teacher. We have facilitated the interpretation of these feelings about self and expectations about being a teacher by including the mean differences among prospective teacher types and between prospective teachers and contrast groups.

Figure 16 brings together the self and expected role conceptions which distinguish prospective teachers from non-teaching women. The prospective teachers see themselves as more confident and perceptive. They feel stronger than the non-teaching woman. They also see themselves as more obedient, less impulsive, and as more individualistic, less conforming. Since they are more successful than the non-teaching woman in meeting the demands of conscience through obedience, they can enjoy the pride of being individualistic with less guilt.

The teaching role is significantly more attractive to the prospective teacher than to the non-teaching woman. The prospective teacher expects to be more individualistic and inspiring, more confident, perceptive and active. She looks forward to being a proud, effective person able to live up to her ego-ideals. She also expects to be more happy and more understanding, more obedient and less blaming. If becoming a teacher makes her feel more satisfied and more virtuous she will have fewer inner troubles to project onto the outer world. As a result, she will have less need for blaming and a greater capacity for understanding.

TABLE 12

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MYSELF

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	1.48	1.62	1.30	-0.14	0.32*	0.18	0.40***	0.55***	0.22	-0.07	-0.23	-0.10
EGO	ACTIVE	0.72	0.77	0.57	-0.05	0.20	0.15	0.07	0.12	-0.08	-0.28	-0.26	0.34
	PERCEPTIVE	1.82	1.84	1.74	-0.02	0.10	0.08	0.18*	0.20*	0.10	-0.07	-0.16	0.02
EGO IDEAL	INDIVIDUALISTIC	-0.34	-0.54	-0.39	0.20	-0.15	0.06	0.34*	0.14	0.29	-0.51**	-0.23	-0.22
	CONTROLLED	-1.34	-1.30	-0.79	-0.04	-0.51***	-0.55***	-0.01	0.02	0.53***	0.41***	0.36**	-0.43*
HAVE	HAPPY	1.97	1.98	1.55	-0.01	0.42***	0.42***	0.38***	0.39***	-0.04	-0.22*	-0.30**	0.22
ID	RELAXED	1.34	1.30	0.79	0.04	0.51***	0.55***	0.01	-0.02	-0.53***	-0.41***	-0.36**	0.43*
	IMPULSIVE	-2.41	-2.39	-2.21	-0.02	-0.18	-0.20*	-0.38***	-0.36***	-0.18	0.26**	0.21*	0.05
SUPER EGO	OBEDIENT	2.41	2.39	2.21	0.02	0.18	0.20*	0.38***	0.36***	0.18	-0.26**	-0.21*	-0.05
	CONFORMING	0.34	0.54	0.39	-0.20	0.15	-0.06	-0.34*	-0.14	-0.29	0.51**	0.23	0.22
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
MYSELF			
Confident	.40***	.55***	.22
Perceptive	.18*	.20*	.10
Obedient/Impulsive	.38***	.36***	.18
Individualistic/Conforming	.34*	.14	.29
ME AS A TEACHER			
Individualistic/Conforming	.46**	.39*	.51*
Inspiring Behavior	.31***	.35***	.28*
Confident	.26*	.36***	.25
Perceptive	.16*	.20*	.20*
Active	.17	.19	.32*
Happy	.53***	.47***	.13
Understanding Behavior	.40***	.41***	.26*
Obedient/Impulsive	.16*	.18*	.09
Blaming Behavior	-.23**	-.27**	-.13

Fig. 16 -- Self-conceptions distinguishing prospective teachers

Differences Among Prospective Teachers

The prospective high school teacher is most like the non-teaching woman and least like the other prospective teachers. The feelings and expected behaviors distinguishing her are presented in Figure 17. The main difference between her and the other women is that she feels more controlled, less relaxed. This implies that she takes greater pains to limit her feelings, to master

TABLE 13

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	2.03	2.14	2.03	-0.11	0.11	0.01	0.26*	0.36***	0.25	-0.02	-0.39***	-0.55**
EGO	ACTIVE	1.29	1.31	1.44	-0.02	-0.13	-0.15	0.17	0.19	0.32*	-0.04	-0.11	-0.30
	PERCEPTIVE	2.04	2.08	2.08	-0.04	-0.00	-0.04	0.16*	0.20*	0.20*	-0.03	-0.25**	-0.34*
EGO IDEAL	INDIVIDUALISTIC	-0.22	-0.28	-0.17	0.06	-0.11	-0.05	0.46**	0.39*	0.51*	-0.32	-0.38*	-0.51*
	CONTROLLED	-1.27	-0.94	-0.55	-0.33**	-0.39**	-0.72***	-0.57***	-0.23	0.16	0.34**	0.40**	-0.41
	INSPIRING	2.34	2.38	2.31	-0.04	0.07	0.03	0.31***	0.35***	0.28*	-0.16	-0.55***	-0.59***
HAVE	HAPPY	2.34	2.28	1.94	0.05	0.35***	0.40***	0.53***	0.47***	0.13	-0.28**	-0.40***	-0.05
ID	RELAXED	1.27	0.94	0.55	0.33**	0.39**	0.72***	0.57***	0.23	-0.16	-0.34**	-0.40**	0.41
	IMPULSIVE	-2.63	-2.64	-2.55	0.01	-0.09	-0.07	-0.16*	-0.18*	-0.09	0.21*	0.35***	0.35*
	UNDERSTANDING	2.11	2.12	1.97	-0.01	0.15	0.14	0.40***	0.41***	0.26*	-0.02	-0.37***	-0.17
	PARTICIPATING	1.50	1.45	1.33	0.05	0.11	0.16*	0.14	0.09	-0.02	-0.11	-0.16	-0.11
SUPER EGO	OBEDIENT	2.63	2.64	2.55	-0.01	0.09	0.07	0.16*	0.18*	0.09	-0.21*	-0.35***	-0.35*
	CONFORMING	0.22	0.28	0.17	-0.06	0.11	0.05	-0.46**	-0.39*	-0.51*	0.32	0.38*	0.51*
	DEMANDING	0.55	0.89	0.97	-0.34***	-0.08	-0.42***	-0.35***	-0.01	0.07	0.19	-0.10	-0.57**
	BLAMING	-1.94	-1.98	-1.84	0.04	-0.14	-0.10	-0.23**	-0.27**	-0.13	0.35***	0.56***	0.42**
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	Mid
MYSELF			
Controlled/Relaxed	.53***	.55***	.51***
Happy	-.04	-.42***	-.42***
Obedient/Impulsive	.18	-.20*	-.18
Confident	.22	-.18	-.32*
ME AS A TEACHER			
Controlled/Relaxed	.16	.72***	.39**
Happy	.13	-.40***	-.35***
Understanding Behavior	.26*	-.14	-.15
Participating Behavior	-.02	-.16*	-.11

Fig. 17 -- Self-conceptions distinguishing prospective high school teachers

herself and her environment, to succeed at "being." The fact that she feels less obedient, more impulsive, than the other prospective teachers could explain her greater need for control. She also feels less happy and less confident than the others. Less happiness suggests that she is less acquainted with, less accomplished at, or less satisfied with "having." Her ego is in less satisfactory rapport with her id. She experiences more anxiety. Perhaps that is why she feels less confident. We would expect a prospective teacher with these self-conceptions to seek situations where there is the least obligation to relate to others, and the most opportunity to be controlling and disciplining. Teaching high school fits this requirement better than teaching lower or middle school.

The high school woman expects to be a more controlled and less happy teacher than other prospective teachers. She also expects her teaching behavior to be less understanding and less participating. This suggests that she is either less motivated or less able than the lower and middle school women to recreate her own childhood in teaching. We infer from this that her childhood was less satisfying and is less accessible. Compared to the other prospective teachers she is more aloof and more independent. She is less emotionally involved with the children and with herself.

Figure 18 shows the self and expected role conceptions which distinguish the lower school woman. As a person she feels both more obedient and happier than the others. She feels more relaxed than the high school woman. If she is a happier, more relaxed person, her needs have been better satisfied, and she has had better relationships with other people. By becoming a lower school teacher, and so providing herself with the opportunity to give to and care for children, she can perpetuate

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
	Non-T	High	Mid
MYSELF			
Obedient/Impulsive	.38***	.20*	.18
Happy	.38***	.42***	-.01
Relaxed/Controlled	.01	.55***	.04
ME AS A TEACHER			
Relaxed/Controlled	.57***	.72***	.33**
Demanding Behavior	-.35***	-.42***	-.34***
Happy	.53***	.40***	.05
Participating Behavior	.14	.16*	.05

Fig. 18 -- Self-conceptions distinguishing prospective lower school teachers

these good experiences by turn-about. She can identify possessively with the original authors of good relations in her childhood by recreating them in her adult behavior. She can gratify her own childish needs through sympathetic participation in the experience of her children. In this way she continues to have both the people and the satisfactions she enjoyed earlier. Her concern for obedience is also related to the identificatory relationships she had with her parents. Being obedient is a way she can keep the people who have been important to her. She keeps them by placating their demands and in this way keeping their acceptance. Through this placatory identification she can appreciate her own obedience on their behalf and in this way too feel their continued presence in her life. As a teacher the lower school woman expects to be not only happier and more relaxed, but also more participating and less demanding than the others. Compared to the high school woman her life orientation is more toward "having" than "being," more toward id-satisfaction than ego-development. This expectation fits life in the lower school classroom pretty well. There she will have the most opportunity to re-enact significant episodes from her own childhood, to have close and prolonged relationships with children and to participate without being criticized in the informal joys of childhood.

The middle school woman differs little from the lower school woman. She is the most confident and the most conforming of the teacher types. Her greater conformity suggests that she has sacrificed her ambition to be individualistic for the sake of greater sociability. This fits our inference in Chapter VII that the middle school woman is striving to keep up good relations with both parents at once, to have mother and father at the same time.

Dream

Three stages in the development of teacher identity are sampled by the data of this study. We call these stages dream, play, and life. The stage of dream is explored in this chapter. The stages of play and life will be considered in Chapter X. The stage of dream takes place before practice teaching. It is the stage of great anticipations. The role conception of Me as a Teacher is still a fantasy of how self will improve by emulating teaching models and will achieve fulfillment through becoming a teacher.

In Chapter I we reviewed some of the previous research on role expectations. We found that those who chose to prepare for teaching envisioned within the role opportunities for improving both personal effectiveness and personal satisfaction. The expectation of performing effectively gave them strength. The anticipation of warm, friendly relations with children gave them comfort. Those who did not want to teach thought more in terms of the mechanical, structured behavior required in teaching, or of the losses that might accrue to them were they to become teachers. For example, when Tuska's (1963) women not planning to teach projected themselves into the teaching role they saw themselves becoming more controlled and less expressive than did the women who wanted to become teachers.

What enhancements do our prospective teachers anticipate will accrue to them from becoming a teacher? What deprivations do our non-teaching students visualize when they project themselves into a teaching role? Answers to these questions provide clues as to why prospective teachers want to teach and why others reject the teaching profession. We will explore the enhancements and deprivations accruing to the self from the teaching role by examining the differences between ratings of Me as a Teacher and Myself. At the first testing few of our subjects had done any teaching. The difference between Me as a Teacher and Myself is a measure of what they wish or fear will happen to them as the result of becoming a teacher.

The data are shown in the first three columns of Table 14. Becoming a teacher means to become more confident, active, and perceptive; that is, to achieve a stronger and more effective ego. This is especially important to the high school woman. Becoming a teacher also means to become happier. So the selection of a teaching role contributes to inner satisfaction as well as outer adaptation. This may be because being a teacher means both re-establishing contact with childhood and becoming a worthwhile adult. To become a teacher also means to become more obedient, less impulsive, to meet the demands of conscience more adequately. For the middle and high school women becoming a teacher has the additional meaning of becoming more individualistic, less conforming and more controlled, less relaxed. They feel that the role of teacher will make them better able to live up to their ego-ideals.

We can sharpen our view of anticipated deprivations in teaching by comparing the women not planning to teach with the prospective teachers on the disadvantages of Me as a Teacher over Myself. These comparisons appear in Table 14. The important differences are isolated in Figure 20. They emphasize expression and satisfaction of the id. Since all women view becoming a teacher as becoming less relaxed and less impulsive, some loss of satisfaction must be worth the growth in

TABLE 14

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER - MYSELF

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.53***	0.50***	0.72***	0.03	-0.22	-0.19	-0.17	-0.20	0.02	0.08	-0.15	-0.44*
EGO	ACTIVE	0.56***	0.52***	0.86***	0.05	-0.34*	-0.30*	0.10	0.05	0.39**	0.24	0.17	-0.62***
	PERCEPTIVE	0.22***	0.24***	0.33***	-0.02	-0.09	-0.11	-0.02	-0.00	0.09	0.05	-0.09	-0.35**
EGO IDEAL	INDIVIDUALISTIC	0.12	0.22*	0.23	-0.10	-0.02	-0.11	0.12	0.22	0.23	0.20	-0.12	-0.30
	CONTROLLED	0.06	0.35***	0.22	-0.29**	0.13	-0.16	-0.55***	-0.26*	-0.40*	-0.06	0.05	0.04
HAVE	HAPPY	0.35***	0.30***	0.34***	0.05	-0.04	0.01	0.13	0.08	0.13	-0.05	-0.10	-0.23
ID	RELAXED	-0.06	-0.35***	-0.22	0.29**	-0.13	0.16	0.55***	0.26*	0.40*	0.06	-0.05	-0.04
	IMPULSIVE	-0.21***	-0.24***	-0.33***	0.03	0.08	0.12	0.22**	0.19*	0.11	-0.06	0.13	0.28**
SUPER EGO	OBEDIENT	0.21***	0.24***	0.33***	-0.03	-0.08	-0.12	-0.22**	-0.19*	-0.11	0.06	-0.13	-0.28**
	CONFORMING	-0.12	-0.22*	-0.23	0.10	0.02	0.11	-0.12	-0.22	-0.23	-0.20	0.12	0.30
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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	WOMEN NOT PLANNING TO TEACH		
	Compared to Prospective Teachers		
	Low	Mid	High
ME AS A TEACHER - MYSELF			
Relaxed/Controlled	-.55***	-.26*	-.40*
Impulsive/Obedient	-.22**	-.19*	-.11

Fig. 20 -- The disadvantages of being a teacher

identity accomplished by assuming the teaching role. But when the non-teaching woman puts herself in the role of a teacher she imagines giving up significantly more relaxation and impulse satisfaction than do prospective teachers. Perhaps this is too much for comfort, too much to avoid the anxiety created by too many unfulfilled wishes. This suggests that one reason for not planning to teach is because the role appears to cost more id satisfaction than can be foregone.

The prospective teachers feel better about themselves than the non-teaching women. Their self-conceptions fit the levels at which they plan to teach. Ego control distinguishes the high school woman, while participation and id satisfaction distinguish the lower school woman. The high school woman dreams most about what teaching will do for her in the ego areas of confidence, activity and perceptiveness. She is more power-oriented, more eager to assert her ego than the others. Both high and middle school women dream more about what teaching will do for the ego-ideals of individuality and control. They are more highly motivated than the lower school woman to set expectations for themselves and to achieve on their own. The lower school woman hopes to relax and participate in childhood, to recreate and perpetuate what she found most satisfying in life. But these expectations about being a teacher on which they dream may not be fulfilled. Table 14 shows that they are not shared by experienced teachers. In Chapter X we will see what happens when practice teaching and a year of regular teaching have had their way.

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CHAPTER IX

THE TEACHING MODEL

In Chapter I we reviewed several studies which report the influence of parents and teachers in the selection of teaching as a profession. In Chapter VII we discussed the childhood relationships different types of women recall having with parents and teachers. The purpose of this chapter is to explore how parents and teachers serve as models for the professional development of the prospective teacher.

Three kinds of identification were discussed in Chapter III. Possessive identifications are the incorporations through which sympathetic relationships with friends have their effect on the elaboration of the id. Emulative identifications are the imitations by which the ego constructs its ideal out of the admired parts of carefully chosen heros. Placatory identifications are the concessions coerced by the antipathy of enemies and the interference of rivals which accumulate into the superego.

Emulative identification is the mechanism of primary interest in our search for the teaching model. But we will come across signs of possessive and placatory identification, too, and will have to integrate these equally formative relationships into our inferences about the influence of parents and teachers on teacher development.

The motive for emulation depends on the model manifesting a quality lacking in but wanted by the subject. This means that the model must be perceived as having more of the quality than the subject, and that the quality must suit the subject's ambition. Only then will the model become a hero with whom the subject forms an emulative identification designed to acquire the admired quality. The qualities assessed in this study that are most attractive to emulation are those associated with the ego and the ego-ideal, namely confidence, perceptiveness, activity, individuality, and control.

In order to discover which of the qualities perceived in parents and teachers are potential motives for emulation, we will examine the differences in mean scores between perceptions of parents and teacher and perceptions of self. When the potential model is perceived as possessing significantly more of a quality we will evaluate the quality for its appeal to ambition. If the model has more and the quality fits the goals of the subject, we will infer an emulative identification between subject and model motivated by desire for the quality.

Parents as Models

The differences in scores between Mother and Myself and between Father and Myself are reported in Tables 15 and 16. These differences will help us learn about the relationship between the images our prospective teachers have of their parents and the images they have of themselves. We have sharpened our appreciation of the information in these tables by summarizing it in three figures. Figure 21 focuses on the scores that distinguish prospective teachers from the non-teaching woman.

TABLE 15

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
MOTHER-MYSELF

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.23**	-0.02	0.02	0.26	-0.04	0.21	-0.24	-0.50***	-0.46*	-0.11	0.13	0.08
EGO	ACTIVE	0.21*	0.02	0.27	0.19	-0.25	-0.06	0.16	-0.03	0.22	-0.13	-0.16	-0.32
	PERCEPTIVE	0.13*	-0.04	-0.04	0.17	-0.00	0.17	-0.06	-0.23*	-0.22	-0.07	-0.11	-0.24
EGO	INDIVIDUALISTIC	0.30**	0.19	0.17	0.11	0.02	0.13	0.04	-0.07	-0.10	0.08	-0.00	-0.10
IDEAL	CONTROLLED	-0.04	-0.05	-0.42**	0.00	0.37*	0.37*	0.13	0.12	-0.24	-0.00	-0.01	0.55*
HAVE	HAPPY	0.27***	0.28***	0.40***	-0.01	-0.11	-0.13	-0.27**	-0.26*	-0.14	0.00	0.08	-0.38*
ID	RELAXED	0.04	0.05	0.42**	-0.00	-0.37*	-0.37*	-0.13	-0.12	0.24	0.00	0.01	-0.55*
	IMPULSIVE	-0.08	-0.08	-0.15	-0.	0.07	0.07	0.29*	0.29*	0.22	-0.12	-0.03	0.22
SUPER	OBEDIENT	0.08	0.08	0.15	0.	-0.07	-0.07	-0.29*	-0.29*	-0.22	0.12	0.03	-0.22
EGO	CONFORMING	-0.30**	-0.19	-0.17	-0.11	-0.02	-0.13	-0.04	0.07	0.10	-0.08	0.00	0.10
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
MOTHER - MYSELF			
Obedient/Impulsive	-.29*	-.29*	-.22
Happy	-.27**	-.26*	-.14
Confident	-.24	-.50***	-.46*
Perceptive	-.06	-.23*	-.22
FATHER - MYSELF			
Obedient/Impulsive	-.28*	-.34*	-.42*
Controlled/Relaxed	-.34*	-.18	-.24
Confident	-.12	-.40**	-.39
Perceptive	.12	-.13	-.16
Active	.08	-.26	-.18

Fig. 21 -- The relative weaknesses of parental models for prospective teachers

Compared to the non-teaching woman, mother offers prospective teachers less of an example of obedience, happiness, or confidence. And she offers the middle and high school women less of an example of perceptiveness. Father offers all prospective teachers less of an example of obedience or control, and the middle and high school women less of an example of confidence, perceptiveness, or activity. The more similar to the potential model self is viewed, the less motive there is for emulation. The parents of prospective teachers are less important than the parents of the non-teaching woman as models of how to develop an effective ego, or how to be successful in meeting the demands of conscience

TABLE 16

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER-MYSELF

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.61***	0.33**	0.34	0.28*	-0.01	0.27	-0.12	-0.40**	-0.39	-0.13	0.06	0.20
EGO	ACTIVE	0.20	-0.14	-0.06	0.34	-0.08	0.26	0.08	-0.26	-0.18	-0.14	0.32	-0.33
	PERCEPTIVE	0.29***	0.03	0.01	0.25*	0.03	0.28	0.12	-0.13	-0.16	-0.07	0.05	-0.06
EGO	INDIVIDUALISTIC	-0.21*	-0.18	-0.40*	-0.04	0.22	0.19	-0.08	-0.04	-0.27	-0.11	-0.07	-0.16
IDEAL	CONTROLLED	0.40***	0.56***	0.50**	-0.16	0.06	-0.10	-0.34*	-0.18	-0.24	0.01	-0.40*	-0.00
HAVE	HAPPY	0.15*	0.04	-0.08	0.11	0.13	0.23	-0.02	-0.13	-0.25	-0.18	0.09	0.11
ID	RELAXED	-0.40***	-0.56***	-0.50**	0.16	-0.06	0.10	0.34*	0.18	0.24	-0.01	0.40*	0.00
	IMPULSIVE	0.15*	0.22*	0.30	-0.07	-0.08	-0.14	0.28*	0.34*	0.42*	0.12	0.05	-0.02
SUPER	OBEDIENT	-0.15*	-0.22*	-0.30	0.07	0.08	0.14	-0.28*	-0.34*	-0.42*	-0.12	-0.05	0.02
EGO	CONFORMING	0.21*	0.18	0.40*	0.04	-0.22	-0.19	0.08	0.04	0.27	0.11	0.07	0.16
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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through obedience. In addition, mother exemplifies less id satisfaction in the form of happiness, and father exemplifies less ego-ideal development in the form of control. Perhaps the prospective teachers have already gotten what they could from their parents and are ready to move on to other models. In any case, parents have less to offer the prospective teachers than the non-teaching woman.

One group of prospective teachers sits differently in Figure 21. The lower school woman finds parents least deficient in the ego quality of confidence and in the ego functions of perceptiveness and activity. In order to examine this further we have collected the score differences which characterize the prospective lower school teachers in Figure 22. While many of the scores recorded in the figure are not significant, the pattern of relationships is coherent and suggestive.

In contrast to other prospective teachers the lower school woman sees mother as exemplifying more confidence, perceptiveness, and individuality for her to emulate. She sees father as offering the same ego qualities of confidence and perceptiveness, plus activity and two qualities associated with the id and with having satisfaction, namely happiness and relaxedness. That mother and father are felt to have significantly more of these qualities can be seen in Tables 15 and 16. Father's greater control is the only exception. Here what distinguishes the lower school woman is that she sees less of a difference between herself and her father on control than the others do. We conclude that among prospective teachers, the lower school woman perceives the most to be gained from identification with her parents. The ego and ego-ideal qualities involved imply that the identification is emulative.

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
	Non-T	High	Mid
MOTHER - MYSELF			
Confident	-.24	.21	.26
Perceptive	-.06	.17	.17
Individualistic/Conforming	.04	.13	.11
FATHER - MYSELF			
Confident	-.12	.27	.28*
Perceptive	.12	.28	.25*
Active	.08	.26	.34
Relaxed/Controlled	.34*	.10	.16
Happy	-.02	.23	.11
FATHER - MOTHER			
Relaxed/Controlled	.48***	.52***	.14
Happy	.24*	.41***	.08

Fig. 22 -- The relative appeal of Mother and Father to prospective lower school teachers

When the images of father and mother are compared the relative relaxedness and happiness exemplified by father stand out dramatically. It is not only that mother and father are heros to emulate. Father is also closest to being a friend who offers comfort and satisfaction. This suggests the presence of a possessive identification with father.

In Chapter VII we identified the prospective lower school teacher as more frequently manifesting the signs of a father romance. We cast mother in the structural role of enemy because the lower school woman least often recalled mother as the childhood person who liked her most. Since we were unable to identify a hero for the lower school woman, we speculated that through a repressed identification with her friendly and influential father she plays the part of hero to herself.

The data in Figure 22 modify this speculation. They suggest that the lower school woman has found a model for emulative identification in mother. Returning to Table 7 on page 106, we see that the lower school woman recalled mother as the person whom she wanted to be like most slightly more often than any other group and significantly more often than the high school woman. What kind of a hero can mother be to the daughter of a father romance? If father is the source of love, then mother can show the way to be with father. This means competing with mother, so the daughter should expect mother not to like her. But why, then, is not mother viewed as a rival by the lower school woman? Looking again in Table 7 we find that the lower school woman did most often recall mother as the childhood person "who got their own way most." So mother appears to be part hero and part rival for the prospective lower school teachers.

In order to reconcile the theory of Chapter III and the interpretation of childhood recollections in Chapter VII with these observations we must add emulation to our conception of identification with rivals and elaborate our theory of the father romance to include an emulative identification with a rival mother whose place and ways are coveted but whose person is neither especially admired nor feared. This fits Slater's (1961, pp. 113-14) description of "positional" identification in which the subject shows no empathic understanding of the model, but imagines himself in the position of the model and acts out the model's role. Perhaps this is the way it was in childhood for the lower school woman. The pattern is on the way to a feminine resolution of the oedipal conflict. But the resolution is incomplete. Mother has been too plain a hero and too weak a rival. There has been too little invitation or necessity for a resolution.

Figure 23 isolates the score differences characterizing the high school woman. There are only two, and one of them although suggestive is not statistically significant. The high school woman sees mother more relaxed. A more relaxed mother tends to be a more

	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	Mid
MOTHER - MYSELF			
Relaxed/Controlled	.24	.37*	.37*
FATHER - MYSELF			
Conforming/Individualistic	.27	.19	.22

Fig. 23 -- The relative appeal of Mother and Father to prospective high school teachers

satisfying one. The girl might make a possessive identification with her mother to retain this satisfaction. That would fit with her recollections that mother loved her most. But this identification would be at the expense of control. We saw in Chapter VIII that control was important to the high school woman. What mother exemplifies is not what the high school woman wants. Since identification with mother is counter to the ambitions of her ego-ideal, mother is an unlikely hero for the high school woman.

The difference the high school woman perceives between herself and father is also uninviting to her. He represents more conformity. His emphasis falls on the superego at the cost of individuality. If the high school woman forms a placatory identification with father, it will also run counter to the ambitions of her ego-ideal. A conforming father can show his daughter how to adapt to life by inhibition. But he cannot show her how to develop a creative identity. It is no wonder no father romance developed. Father was not appealing, and mother did not show how to win father's attention. Neither parent is a suitable hero for the high school woman. She must look elsewhere for her models to emulate.

The Best-Liked Teacher

This brings us to the image of teacher and the part it plays in the model for teaching. The data come from the two pages of the questionnaire on which subjects described how they felt about their best-liked teacher and how they observed her behaving in the classroom. The complete data are given in Table 17. The scores which distinguish prospective teachers from non-teachers are presented in Figure 24. The lower

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	2.50	2.50	2.30	0.01	0.20*	0.21*	0.15*	0.14	-0.06	0.09	-0.01	0.21
EGO	ACTIVE	1.50	1.53	1.59	-0.03	-0.06	-0.09	0.13	0.16	0.22	-0.26*	-0.27*	-0.22
	PERCEPTIVE	2.54	2.54	2.61	-0.00	-0.07	-0.07	0.04	0.04	0.11	-0.06	-0.00	-0.09
EGO IDEAL	INDIVIDUALISTIC	-0.15	-0.17	-0.10	0.02	-0.07	-0.06	0.23	0.22	0.29	-0.36	-0.45*	-0.33
	CONTROLLED	-0.81	-0.63	-0.39	-0.18	-0.25	-0.43**	-0.03	0.15	0.40*	0.06	0.28	-0.09
	INSPIRING	2.74	2.75	2.69	-0.01	0.06	0.05	0.15**	0.17**	0.11	-0.04	-0.15*	-0.06
HAVE	HAPPY	2.18	2.24	1.92	-0.06	0.32**	0.26**	0.02	0.08	-0.24*	-0.02	-0.24*	0.06
ID	RELAXED	0.81	0.63	0.39	0.18	0.25	0.43**	0.03	-0.15	-0.40*	-0.06	-0.28	0.09
	IMPULSIVE	-2.45	-2.45	-2.25	0.00	-0.21	-0.21	-0.02	-0.03	0.18	-0.03	0.06	0.07
	UNDERSTANDING	2.22	2.10	1.97	0.12	0.13	0.25*	0.11	-0.01	-0.15	-0.18	-0.25*	-0.03
	PARTICIPATING	1.20	1.29	1.18	-0.09	0.10	0.02	-0.09	0.00	-0.10	0.01	-0.13	-0.20
SUPER EGO	OBEDIENT	2.45	2.45	2.25	-0.00	0.21	0.21	0.02	0.03	-0.18	0.03	-0.06	-0.07
	CONFORMING	0.15	0.17	0.10	-0.02	0.07	0.06	-0.23	-0.22	-0.29	0.36	0.45*	0.33
	DEMANDING	0.64	0.74	0.76	-0.11	-0.01	-0.12	0.03	0.14	0.15	0.14	-0.11	-0.16
	BLAMING	-2.00	-2.02	-1.72	0.02	-0.30*	-0.28*	-0.14	-0.16	0.14	0.13	0.35**	-0.11
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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	PROSPECTIVE TEACHERS Compared to Non-Teachers Low	 Mid	 High
BEST-LIKED TEACHER			
Inspiring Behavior	.15**	.17**	.11
Confident	.15*	.14	-.06
Controlled/Relaxed	-.03	.15	.40*
Happy	.02	.08	-.24*

Fig. 24 -- The image of Best-Liked Teacher distinguishing prospective teachers

and middle school prospective teachers view their best-liked teacher as more inspiring and confident. This puts their teacher in the role of a hero worth emulating. The high school woman describes her best-liked teacher as more controlled and less happy. This puts her teacher in the role of a hero to emulate to acquire control and constraint.

The contrast between the lower school woman's view of father, and the high school woman's use of teacher on the qualities of happiness and relaxation/control is interesting. While the lower school woman sees her father as a friend who shows her the way to more happiness and relative relaxation, the high school woman uses her best-liked teacher as a hero of how to master more control and do with less happiness. Perhaps the high school woman views relaxation and happiness as childish satisfactions which she has outgrown. If so, she may have outgrown them because she was unsatisfied by them. The high school woman in our study is the most pessimistic of the teacher types. Perhaps her relative pessimism is the consequence of a relatively unsatisfying childhood. In any case the qualities she emphasizes in her best-liked teacher are consistent with her general emphasis on "being" rather than "having."

The lower school teacher is distinguished by admiration for her best-liked teacher. But in her childhood recollections she tended most to reject teacher. The discrepancy is partly due to the difference between the qualified concept "best-liked teacher" and the unqualified one, "teacher," and to the forced choice structure of the childhood recollections question. Nevertheless, it implies a wider range and a greater selectivity in attitudes toward teachers among the lower group than among the others. Even though the lower school woman tends most to recall rejecting teachers in childhood she did find a best-liked teacher to admire. Since she along with the other teacher types reports fearing teacher more than the non-teaching woman, we infer that her identification with her best-liked teacher is to some extent placatory as well as emulative.

An additional piece of data bears on the role best-liked teacher plays for the lower school woman. On the page of the questionnaire where subjects described how they felt about their best-liked teacher they also circled whether they had this teacher in grade school, high school, or college. Twenty-three percent in the lower and middle school groups reported that a grade school teacher was their best-liked teacher, while only nine percent of the high school teachers and twelve percent of the non-teaching students did so. This supports the inference that part of the motivation for lower and middle school teaching is the memory of a best-liked grade school teacher.

The over-all pessimism in the high school woman's ratings of self and others clouds our analysis of what the best-liked teacher represents to her. To see the position of the different types of teachers more clearly we will look at within-group score differences between teacher and parents and between teacher and self as a teacher. These within-group differences will be free from group disparities in over-all pessimism.

The basic data involved are shown in Appendix D. In those tables it is obvious that best-liked teacher is rated higher than mother or father on nearly all qualities. What we are most interested in, however, is the relative appeal of parents and teacher to the three groups of prospective teachers. To explore this we will once again contrast the prospective teachers with the non-teaching woman. It is in these relative score differences that we find the most coherent discrimination among teacher types. We have collected in Figure 25 those differences which distinguish prospective teachers from the non-teaching woman. The pattern is clear-cut and closely related in implications to the conclusions of Chapter VII. Father has special meaning for the lower school woman. Teacher has special meaning for the high school woman.

The lower school woman is distinguished by emphasizing father as relatively more happy, more relaxed, and more perceptive. Father is more a friend with whom satisfaction can be experienced, and secondarily a hero for the intellectual growth of the ego. In contrast, the high school woman sees teacher as a more active, individualistic, perceptive, and confident person. For her teacher is a special model of effective ego functioning and self-enhancement -- a hero worthy of emulation. The distribution of emphasis in these images of

	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
FATHER - TEACHER			
Happy	.36**	.17	-.05
Relaxed/Controlled	.34*	.32*	.08
Perceptive	.22*	.03	-.19*
TEACHER - FATHER			
Active	.00	.30	.46**
Individualistic/Conforming	-.01	.15	.32*
Perceptive	-.22*	-.03	.19*
Confident	-.15	.00	.11

Fig. 25 -- The relative appeal of father and teacher
to prospective teachers

father and teacher is consistent with the family romance theory of teacher development advanced in Chapters III and VII. The relationship between father and daughter more frequent among lower school women is friendship. The mechanism which perpetuates such sympathetic relationships is possessive identification. The relationship between teacher and pupil more frequent among high school women is hero-worship. The mechanism which consumates such admiring relationships is emulative identification. From this we infer that father is the lower school woman's friend. She identifies with him possessively. Teacher is the high school woman's hero. She identifies with teacher emulatively.

The other way we can make a relative evaluation of the image of best-liked teacher is to examine the within-group score differences between Best-Liked Teacher and

Me as a Teacher. These differences appear in Table 18. Since there are too few significant differences among teacher types to take seriously, and since the comparison with the non-teaching woman is skewed by the irrelevance to her of Me as a Teacher, we will concentrate on the first three columns of the table.

The best-liked teacher offers an example of ego functioning and of the qualities which belong to the ego-ideal. She is more confident, perceptive, active, inspiring, and controlled than self as a teacher. She is a hero to emulate for all groups. But in general she is not a friend to possess or a rival-enemy to placate. She is not rated higher than self as a teacher on participating behavior by any of the prospective teacher types. She is not rated happier, especially by the lower school teacher. Nor is she rated higher than self as a teacher on obedience or conformity. We infer from this that the best-liked teacher is primarily a model for emulative identification. However we must not forget that within this conclusion the lower and middle school women place the most relative emphasis on her inspiring behavior and her confidence, while the high school women emphasize most her control and restraint.

What conclusions can we draw about the training of teachers from the parts that parents and teachers play in the motivation for teaching? One conclusion stems from the finding that the lower school woman perceives the most to be gained from identification with her parents, while the high school woman perceives the least. On the basis of this difference we would expect lower and high school teachers to relate differently to the parents of the children whom they teach. The lower school teacher may have a weakness for idealizing parents and tend to get herself more involved with them than is constructive or manageable. The high school teacher in contrast may tend to dismiss

TABLE 18

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER - ME AS A TEACHER

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.46***	0.35***	0.28**	0.11	0.07	0.19	-0.11	-0.23*	-0.30*	0.11	0.39**	0.75***
EGO	ACTIVE	0.20**	0.20*	0.15	0.00	0.05	0.05	-0.05	-0.05	-0.10	-0.22	-0.15	0.08
	PERCEPTIVE	0.49***	0.46***	0.52***	0.03	-0.06	-0.04	-0.13	-0.16*	-0.09	-0.02	0.25**	0.26*
EGO IDEAL	INDIVIDUALISTIC	0.07	0.13	0.09	-0.06	0.04	-0.02	-0.22	-0.16	-0.20	-0.06	-0.08	0.16
	CONTROLLED	0.45***	0.33***	0.17	0.12	0.16	0.28	0.53***	0.41*	0.25	-0.28	-0.15	0.31
	INSPIRING	0.40***	0.35***	0.41***	0.05	-0.05	-0.00	-0.15	-0.20	-0.15	0.12	0.42***	0.51**
HAVE	HAPPY	-0.16***	-0.07	-0.05	-0.09	-0.02	-0.11	-0.51***	-0.42***	-0.40***	0.27*	0.18	0.14
ID	RELAXED	-0.45***	-0.33***	-0.17	-0.12	-0.16	-0.28	-0.53***	-0.41*	-0.25	0.28	0.15	-0.31
	IMPULSIVE	0.17**	0.19**	0.32**	-0.02	-0.13	-0.15	0.14	0.16	0.29*	-0.24*	-0.30*	-0.30
	UNDERSTANDING	0.11*	-0.03	-0.01	0.13	-0.02	0.11	-0.30**	-0.43***	-0.41**	-0.15	0.13	0.15
	PARTICIPATING	-0.31***	-0.19**	-0.15*	-0.12	-0.04	-0.16	-0.24**	-0.12	-0.09	0.13	0.06	-0.09
SUPER EGO	OBEDIENT	-0.17**	-0.19**	-0.32**	0.02	0.13	0.15	-0.14	-0.16	-0.29*	0.24*	0.30*	0.30
	CONFORMING	-0.07	-0.13	-0.09	0.06	-0.04	0.02	0.22	0.16	0.20	0.06	0.08	-0.16
	DEMANDING	0.10	-0.15*	-0.20	0.25*	0.04	0.29*	0.38***	0.14	0.09	-0.06	0.00	0.40
	BLAMING	-0.07	-0.05	0.10	-0.02	-0.15	-0.17	0.09	0.10	0.26	-0.21	-0.20	-0.51**
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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relationships with the parents of her children as of little consequence. She may be inclined to depreciate their importance to her children and to take a belittling attitude in her relationships with them. Parent-teacher relationships are certainly a matter worth careful consideration during teacher training.

A second conclusion stems from the finding that the best-liked teacher is primarily a model for emulation. This has implications for the selection of supervising teachers as well as for the importance of self-study in the training of teachers. It points to the qualities the teacher needs to cultivate in herself to be liked and respected by her pupils, and to the qualities supervising teachers should manifest to be effective models. The main attraction of the best-liked teacher as a model are her qualities of ego strength and individualism. The prospective teacher wants a best-liked teacher who is a hero. This suggests that what needs to be stressed in teacher training is not conscience and duty, or how to be friends with the children; not cautions about what not to do, or seductions to be sympathetic; but good examples of effective teaching heros whose mastery of reality the prospective teacher can emulate to build a stronger teaching identity in herself.

CHAPTER X

FROM DREAM TO LIFE IN THE DEVELOPMENT OF TEACHERS

In Chapter VIII we examined the self-conceptions of prospective teachers after training had begun but before practice teaching. Before practice teaching professional development is still at the stage of dreams. Few aspirants have done any teaching. Their image of themselves in the teaching role is largely a fantasy of what they hope to acquire when they succeed in becoming a teacher.

Practice teaching challenges this fantasy. By the time it is completed, the role conceptions of prospective teachers have passed from the realm of dreams to the threshold of reality. Practice teaching is not real teaching. Contact and responsibility are sharply curtailed. But the developing teacher has played at her role. The experience of practice teaching is the stage of play in teacher development.

After play come graduation and the first years of full-time teaching. The real experience of being a teacher shatters whatever dreams survive the role playing of practice teaching. Full-time teaching is real life. The experience of the first years of teaching is the stage of life in teacher development. Chapter VIII explored the self-conceptions of prospective teachers during the stage of dreams. In this chapter we will examine what happens to self and role conception during the subsequent stages of play and life.

The Stage of Play

By the time practice teaching is completed, the role conceptions student teachers entertain have passed from raw imagination to half-baked experience. Before practicing they were concerned with how the role of teacher represents what they hoped to be. Now they are concerned with what they have played at being. The possibilities for self-improvement have passed beyond appetite. They have been tasted and their flavor tried against present ambition and anticipated capacity. But because of the limitations of practice teaching these student teachers have not yet bitten into reality. Such fancies as "Do I like myself in the part of a teacher?" and "Does the role of a teacher feel good to me?" have been sampled. But the tough reality "Can I succeed as a full-time teacher?" is still to be chewed and swallowed.

To understand the effects of play, we will study the changes in mean scores for Myself and Me as a Teacher after practice teaching. These differences between testing times 1 and 2 are presented in Tables 19 and 20. The changes significant for all teachers are collected in Figure 26. Both role and self are rated more individualistic. Becoming a teacher is becoming somebody important. But role is also rated more impulsive, less obedient than anticipated. Something about playing the role has released impulse from the inhibition of the superego. Is it the encouragement practice teaching embodies to be the center of attention? Perhaps the exhibitionism of teaching has made the student teachers more aware of their impulses. Or is it because some of the responsibility for role obedience can be shifted from the student teacher herself to the institutional context in which the role of teacher is performed?

TABLE 19

MEANS AND TIME CHANGES BETWEEN MEANS

MYSELF

		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	1.48	1.62	1.30	0.22***	0.02	0.09	-0.12*	-0.08	-0.02	1.58	1.57	1.37
EGO	ACTIVE	0.72	0.77	0.57	0.18**	0.02	0.18	-0.10	-0.13*	0.05	0.80	0.67	0.79
	PERCEPTIVE	1.82	1.84	1.74	0.10*	0.06	0.11	-0.11**	-0.12**	0.07	1.80	1.78	1.91
EGO	INDIVIDUALISTIC	-0.34	-0.54	-0.39	0.39***	0.47***	0.32**	0.04	0.07	0.07	0.09	0.00	0.
IDEAL	CONTROLLED	-1.34	-1.30	-0.79	0.06	0.17*	0.03	0.07	0.18*	-0.06	-1.20	-0.94	-0.83
HAVE	HAPPY	1.97	1.98	1.55	0.08	0.00	0.04	-0.11**	-0.17***	-0.06	1.94	1.81	1.54
ID	RELAXED	1.34	1.30	0.79	-0.06	-0.17*	-0.03	-0.07	-0.18*	0.06	1.20	0.94	0.83
	IMPULSIVE	-2.41	-2.39	-2.21	0.04	0.05	0.03	0.11**	0.10	0.12	-2.26	-2.23	-2.05
SUPER	OBEDIENT	2.41	2.39	2.21	-0.04	-0.05	-0.03	-0.11**	-0.10	-0.12	2.26	2.23	2.05
EGO	CONFORMING	0.34	0.54	0.39	-0.39***	-0.47***	-0.32**	-0.04	-0.07	-0.07	-0.09	-0.00	-0.
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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The difference in conception of role and self represents what a person feels they become when they assume the role. What they become expresses their motives for being interested in the role. Whatever qualities role has more than self are potentials for self-enhancement, potentials supposed to come true when the role is assumed. When a role loses its potential for self-enhancement it loses its appeal to ambition. When it loses its appeal to ambition it will in the end lose the active interest of its sponsor. The relationships between role and self at each time of testing are given in Table 21. The shifts in this relationship are shown in Table 22.

The significant changes in relationship between role and self after practice teaching are also shown in Figure 26. Although both role and self have increased in the ego-ideal quality of individuality, the potentials offered by role have decreased. The advantages of Me as a Teacher over Myself on the ego quality of confidence and the ego function of perceptiveness have been cut in half. For the lower and middle women the advantage in individuality has disappeared. After practice teaching the role of teacher is still felt to be significantly more confident and more perceptive than self, but only half as much as it was when role was still all dream and still unsullied by the play of practice teaching.

The changes characterizing the high school student teachers are shown in Figure 27. The ego functions of activity and perceptiveness have increased in self, but decreased in role. There is a significant loss in the advantage role is felt to have over self on the ego quality of confidence and the ego functions of perceptiveness and activity. What has happened?

TABLE 20

MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER

		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	2.03	2.14	2.03	-0.02	-0.23***	-0.34***	-0.19***	-0.12	-0.20*	1.82	1.79	1.48
EGO	ACTIVE	1.29	1.31	1.44	0.11*	0.05	-0.16	0.07	-0.08	0.01	1.46	1.28	1.30
	PERCEPTIVE	2.04	2.08	2.08	0.00	-0.06	-0.14	-0.11**	-0.16**	-0.05	1.94	1.85	1.88
EGO IDEAL	INDIVIDUALISTIC	-0.22	-0.28	-0.17	0.29***	0.27*	0.22	0.06	-0.08	-0.16	0.13	-0.10	-0.10
	CONTROLLED	-1.27	-0.94	-0.55	-0.04	0.08	0.06	0.18**	0.26**	0.05	-1.13	-0.60	-0.44
	INSPIRING	2.34	2.38	2.31	0.00	-0.12*	-0.21*	-0.25***	-0.37***	-0.35***	2.09	1.89	1.74
HAVE	HAPPY	2.34	2.28	1.94	-0.02	-0.16**	-0.18*	-0.29***	-0.30***	-0.24**	2.03	1.82	1.51
ID	RELAXED	1.27	0.94	0.55	0.04	-0.08	-0.06	-0.18**	-0.26**	-0.05	1.13	0.60	0.44
	IMPULSIVE	-2.63	-2.64	-2.55	0.08*	0.11*	0.12	0.22***	0.24***	0.24***	-2.32	-2.29	-2.19
	UNDERSTANDING	2.11	2.12	1.97	0.15***	0.00	-0.16*	-0.07	-0.05	-0.04	2.19	2.07	1.78
	PARTICIPATING	1.50	1.45	1.33	-0.01	0.08	0.01	-0.03	-0.18*	-0.08	1.46	1.35	1.27
SUPER EGO	OBEDIENT	2.63	2.64	2.55	-0.08*	-0.11*	-0.12	-0.22***	-0.24***	-0.24***	2.32	2.29	2.19
	CONFORMING	0.22	0.28	0.17	-0.29***	-0.27*	-0.22	-0.06	0.08	0.16	-0.13	0.10	0.10
	DEMANDING	0.55	0.89	0.97	-0.04	-0.20**	-0.40***	0.19**	0.19*	0.04	0.69	0.88	0.60
	BLAMING	-1.94	-1.98	-1.84	-0.02	0.15*	0.02	0.43***	0.55***	0.51***	-1.53	-1.28	-1.31
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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	ALL STUDENT TEACHERS after Training		
	Low	Mid	High
MYSELF			
Individualistic/Conforming	.39***	.47***	.32**
ME AS A TEACHER			
Individualistic/Conforming	.29***	.27*	.22
Impulsive/Obedient	.08*	.11*	.12
ME AS A TEACHER - MYSELF			
Confident	-.25***	-.23**	-.42***
Perceptive	-.10*	-.12*	-.23**
Individualistic/Conforming	-.10	-.23*	-.12

Fig. 26 -- Self and role changes during training among all student teachers

Teaching is an intellectual challenge for the high school student teacher. Some of the material she must learn to be able to teach is difficult. What she has had the chance to learn during training has made her feel like a more able person. As a person she is free to use as little or as much of this new material as she feels master of. But living up to the role of teacher is another matter. As a teacher she is expected to have mastered what was taught. Of course she has not. As a result she feels less able as a teacher than she hoped to be. Self has improved but role has deteriorated.

The high school student teacher rates herself less demanding, and inspiring than she expected to be. The decrease in confidence, ego functions, and effective

TABLE 21

CONCEPT DIFFERENCES AT EACH TIME OF TESTING

ME AS A TEACHER - MYSELF

		DIFFERENCES AT TIME 1			DIFFERENCES AT TIME 2			DIFFERENCES AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.53***	0.50***	0.72***	0.28***	0.27***	0.30*	0.21***	0.24***	0.11
EGO	ACTIVE	0.56***	0.52***	0.86***	0.50***	0.54***	0.55***	0.64***	0.62***	0.50***
	PERCEPTIVE	0.22***	0.24***	0.33***	0.12***	0.12**	0.11	0.12***	0.08	-0.02
EGO	INDIVIDUALISTIC	0.12	0.22*	0.23	0.02	-0.01	0.12	0.04	-0.11	-0.12
IDEAL	CONTROLLED	0.06	0.35***	0.22	-0.04	0.25***	0.27*	0.07	0.36***	0.38**
HAVE	HAPPY	0.35***	0.30***	0.34***	0.27***	0.13**	0.12	0.09*	0.00	0.
ID	RELAXED	-0.06	-0.35***	-0.22	0.04	-0.25***	-0.27*	-0.07	-0.36***	-0.38**
	IMPULSIVE	-0.21***	-0.24***	-0.33***	-0.18***	-0.18***	-0.27***	-0.06	-0.06	-0.16*
SUPER	OBEDIENT	0.21***	0.24***	0.33***	0.18***	0.18***	0.27***	0.06	0.06	0.16*
EGO	CONFORMING	-0.12	-0.22*	-0.23	-0.02	0.01	-0.12	-0.04	0.11	0.12
SAMPLE SIZES		254	166	88						

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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HIGH SCHOOL STUDENT TEACHERS after Training		Changes in Other Types	
		Low	Mid
MYSELF			
Active	.18	.18**	.02
Perceptive	.11	.10*	.06
ME AS A TEACHER			
Confident	-.34***	-.02	-.23***
Active	-.16	.11*	.05
Perceptive	-.14	.00	-.06
Demanding Behavior	-.40***	-.04	-.20**
Inspiring Behavior	-.21*	.00	-.12*
Happy	-.18*	-.02	-.16**
Understanding Behavior	-.16*	.15***	.00
ME AS A TEACHER - MYSELF			
Confident	-.42***	-.25***	-.23**
Perceptive	-.23**	-.10*	-.12*
Active	-.31**	-.07	.02
Happy	-.22*	-.08	-.17**

Fig. 27 -- Self and role changes during training among high school student teachers

TABLE 22

MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER - MYSELF

		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.53***	0.50***	0.72***	-0.25***	-0.23**	-0.42***	-0.07	-0.03	-0.19	0.21***	0.24***	0.11
EGO	ACTIVE	0.56***	0.52***	0.86***	-0.07	0.02	-0.31**	0.15*	0.08	-0.05	0.64***	0.62***	0.50***
	PERCEPTIVE	0.22***	0.24***	0.33***	-0.10*	-0.12*	-0.23**	-0.00	-0.04	-0.13	0.12***	0.08	-0.02
EGO	INDIVIDUALISTIC	0.12	0.22*	0.23	-0.10	-0.23*	-0.12	0.02	-0.10	-0.23	0.04	-0.11	-0.12
IDEAL	CONTROLLED	0.06	0.35***	0.22	-0.10	-0.10	0.05	0.10	0.12	0.11	0.07	0.36***	0.38**
HAVE	HAPPY	0.35***	0.30***	0.34***	-0.08	-0.17**	-0.22*	-0.18***	-0.13	-0.12	0.09*	0.00	0.
ID	RELAXED	-0.06	-0.35***	-0.22	0.10	0.10	-0.05	-0.10	-0.12	-0.11	-0.07	-0.36***	-0.38**
	IMPULSIVE	-0.21***	-0.24***	-0.33***	0.03	0.06	0.06	0.12*	0.13	0.11	-0.06	-0.06	-0.16*
SUPER	OBEDIENT	0.21***	0.24***	0.33***	-0.03	-0.06	-0.06	-0.12*	-0.13	-0.11	0.06	0.06	0.16*
EGO	CONFORMING	-0.12	-0.22*	-0.23	0.10	0.23*	0.12	-0.02	0.10	0.23	-0.04	0.11	0.12
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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behavior go together. Less confidence may be the cause for feeling less demanding and less inspiring as a teacher. The high school woman also feels less happy and understanding. She began training feeling less happy than the others. We concluded that her needs had been less well taken care of, and that she had had less satisfying relationships. After practice teaching she feels less happier still. Less happiness in herself could make it more difficult for her to understand and enjoy her children.

As for the relation between role and self, the degree to which role offers self improved ego function or greater satisfaction through happiness has been cut in half. The relationship between demanding, inspiring, and effective ego functioning is also interesting. A drop in effectiveness is accompanied not only by a drop in inspiring but also by a drop in demanding. Does effectiveness for the high school woman mean to be demanding?

Figure 28 shows the changes that take place in the self and role concepts for the lower school student teacher. Activity and perceptiveness increase in the self for the lower school woman as they do for the high school woman. But while role activity and perceptiveness decrease for the high school woman, activity increases and perceptiveness shows no change for the lower school woman. This suggests that practicing lower school represents less of a challenge to the ego than practicing high school. Lower school subject matter is easier. It represents less of an intellectual threat.

LOWER SCHOOL STUDENT TEACHERS after Training		Changes in Other Types	
		High	Mid
MYSELF			
Confident	.22***	.09	.02
Active	.18**	.18	.02
Perceptive	.10*	.11	.06
ME AS A TEACHER			
Understanding Behavior	.15***	-.16*	.00
Active	.11*	-.16	.05
Perceptive	.00	-.14	-.06

Fig. 28 -- Self and role changes during training among lower school student teachers

The role conception of the lower school student teacher increases in understanding behavior. After practicing lower school teaching she finds she is more understanding as a teacher than she dreamed of being. Either the training of the women in our sample was effective in eliciting sympathy for pupils. Or the experience of returning to the lower school classroom aroused in these women sympathetic memories of their own lower school days.

There are no shifts in the relation between role and self unique to the lower school woman. She shows the same decrease in relative role effectiveness manifested by all student teachers.

We can examine the shifts in activity of lower and high school women more closely by looking at the individual items involved in this score dimension. The data for all items are given in Table 20C, Appendix C. The ratings for lower and high school women on the three items in activity are shown in Figure 29. Activity increases for the lower school woman because she becomes more "responsive." This goes with her increased understanding. Activity decreases for the high school woman largely because she becomes less "active." Perhaps the high school woman has found the challenge of practicing high school too much and has stepped back from the action.

ME AS A TEACHER after Training	Low	High
responsive/reserved	.26**	-.12
active/passive	.05	-.21*
loud/quiet	.06	-.15

Fig. 29 -- Changes in role activity among lower and high school student teachers

While the high school woman becomes less understanding as a teacher after practice teaching, the lower school woman becomes more. Perhaps this is because she starts out in a better position to understand her pupils than the high school woman. She began teacher training feeling happier and more relaxed and she responds as though she had more faith in the possibility of trust and satisfaction.

The self of the lower school woman becomes significantly more confident during practice teaching. That of the high school woman, on the other hand, does not. We infer that during practice teaching confidence is more easily achieved at the lower than at the high school level. Two factors could account for this. First, the intellectual challenge is less because the subject matter is easier. Second, the emotional challenge of teaching lower school has not yet been encountered. During practice the lower school woman is protected from full responsibility for a class of young children. This does not fall on her until she has finished training and is teaching on her own. The high school woman, in contrast, has met her toughest challenge already. The intellectual demands made on her during training are the most rigorous she will face. Once she is out of school there will only be inexperienced students to judge her. She usually knows more than they do. But in training she is faced with college professors. They know the subject matter better than she does and thus can threaten her self-confidence as an intellectual.

The changes that take place in the attitudes of the middle school woman during practice teaching are shown in Figure 30. Like the high school woman, the middle school woman becomes less confident, demanding, inspiring, and happy. In addition, she becomes more controlled, less relaxed as a person, and more blaming as a teacher. The gain in control is consistent with the inference in previous chapters that the middle school woman is more conforming than the other teacher types. The gain in blaming suggests that she has more repressed impulses which have been aroused and which must be dealt with. One way she can work out the inner conflict created by these aroused impulses is to see the children as her all bad self and to exemplify in her own actions an all good one. In this way she puts

MIDDLE SCHOOL STUDENT TEACHERS after Training		Changes in Other Types	
		Low	High
MYSELF			
Controlled/Relaxed	.17*	.06	.03
ME AS A TEACHER			
Confident	-.23***	-.02	-.34***
Demanding Behavior	-.20**	-.04	-.40***
Inspiring Behavior	-.12*	.00	-.21*
Happy	-.16**	-.02	-.18*
Blaming Behavior	.15*	-.02	.02
ME AS A TEACHER - MYSELF			
Individualistic/Conforming	-.23*	-.10	-.12
Happy	-.17**	-.08	-.22*

Fig. 30 -- Self and role changes during training among middle school student teachers

her bad feelings into the children and tries to settle her own conflicts on the battle ground of her classroom at the expense of her children.

How do the advantages of role over self fare under the impact of practice teaching? The middle school woman is distinguished by significant losses in individuality and happiness. The individuality role had to offer self is gone completely, and the advantage in happiness of role has been cut to a third.

Of all groups it is the high school student teacher whose self-concept is least effected by practice teaching. It is as though the high school woman remained personally aloof from the throes of practicing, not allowing her professional role to impinge on her personal self. Perhaps this is because the main challenge for her is intellectual rather than emotional. Because of the intellectual nature of her main task, she need not involve her whole personality in teaching and can preserve her personal self from the vicissitudes of professional experience.

The changes in the relation between role and self for prospective teachers deserve careful consideration. The half-real exposure to reality which practice teaching represents is bound to bring dreams down to earth, to reduce fantasy to reality. But if the role of teacher is felt to be no better than self, then where will the motive to become a teacher come from? How can becoming a teacher appeal to ambition unless the role is seen in a more favorable light than the self? If no differences in favor of the role were to remain, we might infer that the inner reasons for becoming a teacher had been wiped out by experience.

Fortunately there are advantages in the role which endure even after the first year of teaching. They can be seen in Table 21 and will be discussed at the end of the next section. But the losses which the dream of being a teacher suffers to the reality of practice teaching are significant among these women. We feel they bear careful consideration when the question of how best to train teachers is under study. What can be done to preserve and enrich basic motives for teaching? Is disillusion inevitable? If it is, can more realistic and reliable motives for teaching be so aroused and nourished during training, that young teachers can confidently count on them when faced with the challenge of real teaching.

The Stage of Life

After the first year of experience there is little room left for imagination to operate with respect to role. To the first year teacher the teaching role has become a living reality. She is no longer dreaming or playing. She has been, and is being a teacher. This is the stage of life, the stage of role in action. The women are rating themselves the way they were today in the classroom. The image of self as a teacher has passed from dream, through play, to life. It has been tested against reality and revised in terms of what is personally and socially possible. The dreams that existed before training have been eroded by the abrasion of actual teaching. Indeed, the image Me as a Teacher may now be more real than Myself itself. To explore the phase of life, we will study the changes in mean scores for Myself and Me as a Teacher between testing times 2 and 3. These also appear in Tables 19, 20, 21 and 22.

Figure 31 summarizes the salient changes that have taken place in self and role conception following the first year of teaching for all teachers. Both role and self have lost obedience as a result of the first year of experience. What is more, role has significantly lost to self in the extra obedience it offers. The data in Table 21 show that by the end of the first year the only group for whom the role of teacher makes a significant offering of obedience to self is the high school woman. For the other young teachers the dream of increased obedience as the result of becoming a teacher has been washed away by the vicissitudes of training and teaching.

	ALL FIRST YEAR TEACHERS after Teaching		
	Low	Mid	High
MYSELF			
Obedient/Impulsive	-.11**	-.10	-.12
ME AS A TEACHER			
Blaming Behavior	.43***	.55***	.51***
Inspiring Behavior	-.25***	-.37***	-.35***
Happy	-.29***	-.30***	-.24**
Obedient/Impulsive	-.22***	-.24***	-.24***
Confident	-.19***	-.12	-.20
ME AS A TEACHER - MYSELF			
Happy	-.18***	-.13	-.12
Obedient/Impulsive	-.12*	-.13	-.11

Fig. 31 -- Self and role changes during teaching among all first year teachers

Role has gained significantly in blaming behavior. The use of teaching as an opportunity to handle inner problems through projection is still increasing. The first year teachers have also become less inspiring, less happy, and less confident. And the loss of role to self in relative happiness wipes out the dream of becoming happier by becoming a teacher for the middle and high school women. Table 21 shows that only the lower school woman retains a role conception which embodies significantly more happiness than self.

There are no significant changes in activity as a dimension for the three types of teachers. But when we look at the changes in individual word-pairs shown in Figure 32 we find that all three types view themselves as more "loud," but less "responsive" after a year of teaching.

ME AS A TEACHER after Teaching	Low	Mid	High
loud/quiet	.39***	.17	.41**
responsive/reserved	-.14	-.32*	-.16
active/passive	-.09	-.18	-.11

Fig. 32 -- Changes in role activity among all first year teachers

The experiences of practice teaching and first year of teaching seem to be making these women feel less social and less happy. We wonder if the discomfort which interferes with their inner contentment is not brought about by a kind of regression. The residual child in these young teachers becomes aroused by the emotional impact of working with children. The resulting sensation of their own childish impulses makes them feel like bad children. These feelings must be dealt with. Projection is the original mechanism for getting rid of bad feelings. So they project their bad feelings onto the children.

Blaming increases in the feelings these teachers have about themselves after their first year of teaching. In blaming, they can unconsciously identify the uncomfortable feelings in themselves with the impulses they infer in their pupils. By projecting their own feelings into their pupils they can escape personal responsibility and need not recognize the cause for these childish feelings in themselves. Unfortunately while this is going on, it is especially hard to perform the role of teacher as well as they planned to or to be as inspiring a teacher as they originally hoped to be.

There is one other significant change in attitude during the first year of teaching for all three types of teachers. This change occurs on the teaching behavior item, "Makes school fun/makes school boring." The data from Table 20C, Appendix, C, are presented in Figure 33. After a year of teaching all three types of teachers judge that they make school more boring than they thought they would. This change also goes along with the finding that the women have not become the inspiring teachers they expected to be.

	ALL FIRST YEAR TEACHERS after Teaching		
	Low	Mid	High
ME AS A TEACHER			
Makes school boring	.32***	.47***	.28*

Fig. 33 -- Rise in "making school boring" among all first year teachers

So far we have been considering changes in attitudes common to all first year teachers. These are the only changes in attitudes that occur on dimension scores for the high school teacher. There are, however, three changes on individual items which add significantly to our picture of her. These changes are shown in Figure 34.

HIGH SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		Low	Mid
ME AS A TEACHER			
Always thinks we'll do badly	.46**	.15	.39***
Doesn't know what worries us	.34**	.12	.34**
Acts young	.29*	.27**	.17

Fig. 34 -- Projection of inadequacy among first year high school teachers

The high school woman rates herself higher on the items, "Always thinks we'll do badly," and "Doesn't know what worries us." These women know they are not doing as well as they hoped to. The increase in thinking their children will do badly may be a projection of their own inadequacies. But successful projection depends on blindness to what is going on in others. Perhaps this is why these teachers feel they know less about what worries their children. This would provide first year high school teachers with a reason for denying their similarity to and identification with children. They withdraw from knowing about their children in order to increase their projection of blame onto them. If they did not repress their identification with the children they could not blame them.

These first year high school teachers also feel that they "act younger." In comparison with the more experienced teachers in their schools they are younger, and they would be bound to become more aware of this as they taught. But, perhaps the change in their response to this item is also effected by the arousal of their childish impulses. Teaching takes them back, to their own school days. It brings out the child beneath the skin. This makes them feel even younger than they are.

What are the changes that take place in attitudes toward self and role among lower school teachers after a year of teaching? The significant changes are shown in Figure 35. As a teacher the lower school woman feels more controlled and more demanding, but less perceptive than she did before.

LOWER SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		High	Mid
MYSELF			
Confident	-.12*	-.02	-.08
Perceptive	-.11**	.07	-.12**
Active	-.10	.05	-.13*
Happy	-.11**	-.06	-.17***
ME AS A TEACHER			
Controlled/Relaxed	.18**	.05	.26**
Demanding Behavior	.19**	.04	.19*
Perceptive	-.11**	-.05	-.16**
ME AS A TEACHER - MYSELF			
Active	.15*	-.05	.08

Fig. 35 -- Self and role changes during teaching among first year lower school teachers

How are we to understand these changes which occur in the lower, but not in the high school first year teacher? Let us begin with the decline in perceptiveness. The lower school woman acts more on the basis of feeling and emotion than reason and thought. She has less energy to put into the intellectual methods by which a teacher copes with the reality of the classroom. She must put her energy into efforts to cope with her feelings. The high school woman has already met her main challenge, the intellectual one, in practice teaching. The intellectual demands in teacher training were the toughest she will meet. The lower school woman, in contrast, was protected during practice from her main challenge, the emotional one of being solely responsible for a class of children. This is what she struggles with now in real teaching.

The rise in control on the part of the lower school woman implies defensiveness. Her impulses have been aroused through being exposed to the children, and she must keep these impulses to herself by controlling them. But she can do more. By being demanding she can supplement this control of herself with control of the children. In this way she can act out an even stricter conscience than she might be able to live up to by herself. We surmise that the lower school woman feels that she has gone too far with her impulsiveness, and that she must pull in not only her own reins but also those of her children. This is what is suggested by her change in response to individual items on the questionnaire. These changes, are shown in Figure 36.

Like the high school woman, the lower school woman feels that she acts younger. We think this is the effect of having her childish impulses aroused by her experiences in the classroom. The other two

LOWER SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		High	Mid
ME AS A TEACHER			
Acts young	.27**	.29*	.17
Never sticks up for us with the authorities	.20**	.15	.11
Never helps us	.19*	.06	.35**

Fig. 36 -- The beginning of identification with authority among first year lower school teachers

changes shown in Figure 36 may be consequences of this. By less frequently sticking up for her children against authority and less often helping them too much, the lower school woman may be resisting perhaps even denying her vicarious identification with her children. This suggests that she is moving towards becoming the authority herself.

Unlike the high school woman the self-conception of the lower school woman is also affected by the experience of first year teaching. It is as though the changes which have taken place in her role are seeping into and becoming part of her self. The confidence, perceptiveness, and activity of her self increased during practice teaching. But now they decline. Exposure to the reality of the classroom makes the lower school woman less sure of herself than she was before. She also feels less happy. Perhaps in becoming more impulsive and less obedient she feels that she has failed in her responsibilities to herself and her parents. The energy consumed in coping with these feelings is not available to help her be effective in meeting the responsibilities her role demands of her in the classroom.

What happens to the middle school first year teacher? The changes in her attitudes are shown in Figure 37. What makes these women feel more demanding, more controlled? The motive may go back to the identificatory

MIDDLE SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		Low	High
MYSELF			
Relaxed/Controlled	-.18*	-.07	.06
Happy	-.17***	-.11**	-.06
Active	-.13*	-.10	.05
ME AS A TEACHER			
Controlled/Relaxed	.26**	.18**	.05
Demanding Behavior	.19*	.19**	.04
Perceptive	-.16**	-.11	-.05
Participating	-.18*	-.03	-.08

Fig. 37 -- Self and role changes during teaching among middle school first year teachers

relationships they had and may still have with their parents. They see themselves as obedient persons who want to maintain continued parental approval. How can they maintain the love of the people important to them unless they mend their ways, so to speak, and reinstate control and conscience? This should be an especially important issue for the conforming middle school woman.

The basic motive might be called "teaching to be good." It is driven by the need to satisfy belatedly the ancient demands of the clean mother. Such a need grows out of a mixture of internalized sanctions against being bad, and sorrow over love lost by not being good. Together these create lingering guilt and the sorry feeling, "I wish I had been better." If the middle and lower school women neglect this feeling, gnawing pangs of guilt may weaken their pride and cramp their comfort. The middle school woman also stands out in feeling less participating. This suggests that she is giving up more id satisfaction in teaching than is the lower school woman.

Responses to individual items round out the picture for the middle school woman. These responses are shown in Figure 38. Like the high school woman, the middle school woman rates herself higher on "Always thinks we'll do badly," and "Doesn't know what worries us." She has withdrawn from intellectual contact with the children and she burdens them with the blame for failure in her classroom. Like the lower school woman, she helps the children less. Her emotional identification with them has decreased. She is less child-oriented.

MIDDLE SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		Low	High
ME AS A TEACHER			
Always thinks we'll do badly	.39***	.15	.46**
Doesn't know what worries us	.34**	.12	.34**
Never helps us	.35***	.19*	.06

Fig. 38 -- Withdrawal from intellectual contact and emotional identification with pupils among middle school first year teachers

The middle school woman, like the lower school woman, becomes less happy and less active as a person. She also becomes less relaxed. It would seem as though she feels more need to deny expression of her feelings than the lower school woman. This fits in with her greater conformity and her need to keep up good relationships with both parents at the same time.

From Dream to Disillusion

Tables 21 and 22 present a bird's eye view of the changing relationship between role and self as the prospective teacher experiences training and teaching. These relationships show what happens to dream under the pressure of practice teaching and what happens to the expectations formulated out of practice when they are exposed to the vicissitudes of real life teaching. Before practice teaching role appears to have everything to offer self. Role is significantly more confident, active, perceptive, happy, and obedient for all prospective teachers. But practice teaching takes its toll on these opportunities for self improvement through role assumption. Confidence and perceptiveness drop significantly for all three groups of women during student teaching. In addition, happiness drops significantly for the high school and middle school women, while activity drops for the high school woman and individuality drops for the middle school woman.

By the time a year of teaching has been digested, role has only activity to offer all prospective teachers. It offers confidence to the lower and middle school teachers, but perceptiveness and happiness to the lower school teacher only. Only the middle and high school teachers get a significant increase in control, and only the high school teachers a significant increase in obedience.

The original superego dream of gaining obedience is lost completely for the lower and middle school teachers. This suggests that among them obedience can no longer be seen as a motive that can be satisfied by remaining a teacher. The ego functions of perceptiveness, the ego-ideal quality of individuality, and the id-satisfying quality of happiness are lost for the middle and high school teachers. And for the high school teacher, the ego quality of confidence is also gone.

What is left in the way of satisfaction? The lower school teacher can still acquire ego and satisfy id, because even after a year of teaching role has activity, confidence, perceptiveness, and happiness to offer self. The middle school woman can also acquire ego in terms of confidence and activity and she can augment the restrictive side of her ego-ideal with the control role offers self. Finally, the high school woman can acquire activity, control, and obedience. By being a teacher she can acquire more ego-ideal and superego.

If we were to associate changes in attitudes for each type of teacher with the development of psychic structure through teaching, we would say that role offers id satisfaction to the lower school teacher, ego-ideal restrictions to the middle school woman, and both ego-ideal and superego restrictions to the high school woman.

CHAPTER XI

TEACHER DEVELOPMENT AND THE FUTURE OF TEACHER TRAINING

This has been a study of self and role conception, of the childhood relationships out of which they are formed, and of the changes that take place in them during practice and first year teaching. It is based on the premise that early satisfactions and frustrations set the stage for subsequent attitudes toward teachers and teaching and that the kind of teachers young women enrolled in teacher training try to become is governed by the effect this childhood heritage has on their personalities. We believe that the study of self and role conceptions yields insight into the motivation to become a teacher and that vicissitudes through which motivation passes can be seen in the course self-conception follows as prospective teachers work their way through training and first year teaching. We also believe that our findings have important implications for the counseling, training, and professional success of young teachers.

The questionnaire we used recorded the prospective teacher's conceptions of her self and role and her images of the people in her life most likely to have influenced her development. For the effects of childhood experience we asked her who was most important in various childhood relationships. To determine how interpersonal experiences affected her feelings about herself and others we had her rate herself, her parents, and her best-liked teacher on adjectives describing feelings. For her attitudes about teaching we had her rate herself as a teacher and her best-liked teacher on the adjectives and on phrases describing classroom behaviors.

The theory underlying the analysis of the data obtained is outlined in Chapter III and pictured in Figure 5 on page 47. It views personality as determined by the character and balance of three psychic structures; id, ego-ideal and superego, and their coordination with reality by the ego. This personality is experienced through the four structural conflicts which express the equilibrium ego is able to maintain among id, ego-ideal, superego, and reality. The connections between the personality theory and the relationships, feelings, and behaviors recorded by the questionnaire are described in Chapter IV and pictured in Figure 7 on page 75.

Each of the childhood relationships implies a structural role and a kind of identification. We can infer from them the parts mother, father, and teacher played in the development of the prospective teacher's personality. The self and role ratings express the prospective teacher's inner balance and ego functioning. We can infer from these the status of her structural conflicts. The differences between the way the prospective teacher rates herself and significant others show what these others have had to offer as models for personality development. We can infer from these differences the motives for identification with significant others. The differences between the way she rates her role and her self reveal her professional ideals. We can infer from these differences her dreams about being a teacher and how she imagines expressing herself in the classroom.

The Family Romance Theory of Teacher Development

At the end of our discussion of personality theory we analyzed the various ways in which mother, father, and teacher could fill the structural roles of friend, enemy, hero, and rival. These are pictured in Figure 6 on page 49. From this we formulated a family romance theory of teacher development in which two of these configurations are supposed to have a special effect on the desire to teach and to influence the grade level preferred. In the Father Romance where father is friend and hero and mother is enemy, daughter should be inclined toward having the experiences of lower school teaching. In the Teacher Romance, where teacher is friend and hero and parents are enemy, the young woman should be especially interested in being a high school teacher.

When we compared the childhood recollections of different types of teachers in Chapter VII we saw that the basic theory was supported by the data. Father was a special friend and influence among prospective lower school teachers. Teacher was a special friend, influence, and hero among prospective high school teachers. But there were details which did not fit. Figure 15 on page 127 shows the modifications in theory provoked by the data analysis in Chapter VII.

We failed to identify father as a hero for the lower school woman. She recalled wanting to be like her father no more often than the others. We failed to identify both parents as enemies for the high school woman. Father was less often recalled as close, but mother was more often recalled as a friend. The role of friend implied by the relation of sympathy turned out to have two sides. The high school woman recalled sympathy from her mother but for her teacher.

In Chapter IX we studied the way images of parents and best-liked teacher might serve prospective teachers as models for teaching. We did this by evaluating the differences between self, parent and best-liked teacher images. These differences sharpened our picture of the relative standing of mother, father and teacher. In Table 15 on page 145 and Figure 22 on page 149 we saw that mother offered the lower school woman a significant example of confidence, perceptiveness, and individuality. These are choice qualities for emulation. We had to conclude that the lower school woman had reason to emulate her mother. But how could this fit with the father romance theory of lower school teaching? In our original conception father was the only hero.

When we returned to the data of Chapter VII we found that the lower school woman recalled mother as a person whom she wanted to be like slightly more often than any other group and significantly more often than the high school woman. We also found that she recalled father as the person who was most successful in life and whom she admired most more often than any other group. If father was the lower school woman's source of love and object of love and admiration, mother could be an example how to be with father. When this is related to the lower school woman least often recalling mother as the person who liked her most, the picture makes sense. The kind of relationship she recalls having with father implies competition with mother. She should expect not to be liked by mother. In addition, the lower school woman most often recalled mother as a person "who got her own way most." Mother was a model for the lower school woman to emulate, but in the role of rival rather than hero.

This reconsideration of the data obliges us to add "emulation of a rival" to our personality theory. To do this we will review how the superego develops and how heroes become rivals and emulation becomes entangled with interference. The first phase of superego development begins when the infant discovers that his good mother is inextricably linked to his bad mother, that his friend is his enemy. This is the first ambivalence. The provocation for the formation of the infantile superego is anxiety over separation from mother. The situation becomes manageable for the child when he recognizes that his voluntary response to his mother's demands has an effect on her relationship to him and he learns how to keep his mother by complying with her demands. In identification to possess the motive is to have because of love of having. In this identification to placate the motive is to keep because of fear of losing. Possession is a more or less involuntary, undifferentiated introjection. Placation is a voluntary, selective compliance intended to accomplish a goal, in this case to keep the wanted friend by placating the unwanted enemy. Thus placation to keep is like possession in motive but like emulation in action.

Later, as the child grows older and becomes aware of the flux of family competition, he discovers that some of the heroes out of which he has been building his ego-ideal are also rivals. What began as emulation to become a hero is transformed by family competition into emulation to depose a rival. In emulation to become a hero, the childhood relationship is admiration and the identification is "personal." In emulation to depose a rival, the childhood relationship is envy, and the identification is "positional." The motivating relationship which began as personal admiration becomes positional envy. It is this competitive identification which precipitates a new need to placate and a new placatory identification. Now the child placates the rival in order to avoid his revenge. We will call the earlier placatory identification, "placation to keep" and the later one "placation to avoid," and we will discriminate between "emulation to become" and "emulation to depose."

PERSONALITY THEORY				DIMENSIONS SCORED BY THE QUESTIONNAIRE		
Psychic Structure	Structural Conflict	Identification	Structural Role	Childhood Relationships	Personal Feelings	Teaching Behaviors
id	comfort vs. anxiety	possession to have	friend	sympathy from	happy relaxed impulsive	understanding participating
				sympathy for		
infantile superego	virtue vs. guilt	placation to keep	enemy	antipathy from	obedient controlled	blaming demanding
				antipathy for		
ego-ideal	pride vs. shame	emulation to become	hero	personal admiration	confident perceptive active individualistic	inspiring
		emulation to depose	rival	positional envy		
social superego	virtue vs. guilt	placation to avoid	rival	interference	conforming	demanding
Major Childhood Influence:			teacher	influence		

Fig. 39 -- The family romance

RELATIONSHIPS DISTINGUISHING PROSPECTIVE TEACHER

Prospective Lower School Teachers		Prospective High School Teachers	
FATHER	liked me most wanted to be with me most	**MOTHER**	liked me most wanted to be with me most
was	happy relaxed	was	happy relaxed
FATHER	I was closest to	**TEACHER**	I wanted to be with most I liked most made me feel best
TEACHER	disliked me most	**FATHER**	understood me least
TEACHER	I disliked most	**FATHER**	I disliked most
was	controlled	was	controlled
FATHER	was most successful in life I admired most	**TEACHER**	was most successful in life I admired most
was	confident perceptive active	was	confident perceptive active individualistic
MOTHER	I most wanted to be like	**TEACHER**	I most wanted to be like
was	confident perceptive individualistic		
MOTHER	got her own way most	**FATHER**	got his own way most
TEACHER	frustrated me most	**FATHER**	frustrated me most
		was	conforming
FATHER	most influenced me to teach taught me most	**TEACHER**	most influenced me to teach taught me most did most with me

theory of teacher development

Figure 39 brings together the revised personality theory, the dimensions scored by the questionnaire, and the relationships distinguishing prospective teachers. If we compare it with Figure 6 on page 49, we see that the differences on the theoretical side are in the discrimination of emulation to depose a rival from emulation to become a hero and in how the different identifications are specified. To discriminate the identifications more effectively we have added a verb to emphasize the motive precipitating that identification.

Another revision is under childhood relationships and represents a change from the layout of Figure 15 on page 127. Within the relationships of sympathy and antipathy we have included the discrimination of "for" and "from." This recognizes that these generally reciprocal relationships have two sides.

A final modification has to do with the classification of feelings scored by the questionnaire. A picture of how these feelings fit into the personality theory appears in Figure 7 on page 75. The balance score "controlled/relaxed" was inferred to measure the balance between id satisfaction and ideal ego control because control represents the ego's ability to master, while relaxation gives the id freedom to find satisfaction. If control represents an ego function idealized by the ego, we would expect control to be an outstanding characteristic of those childhood figures who fill the structural role of hero. But as the summary of data on the right side of Figure 39 shows this is not the case. No hero is distinguished by control. Instead, control is seen to be outstanding in enemies and rivals. This raises the question of where to classify control.

There is a time when discord between id and infantile superego is the main inner conflict. At that time enemies are placated by obedience to their demands so that rapport with satisfying friends may be retained. Here control and obedience have much in common. Both are concerned with mastery of the id on behalf of adaptating to reality. Both can represent the conflict between id and infantile superego, between what is wanted from friends and what must be renounced for enemies. For this reason we move "controlled" from association with the ego-ideal and heros to association with the infantile superego and the structural role of enemy.

Following development further we now see that when the conflict between ego-ideal and social superego is reached, the most appropriate balance score is "individualistic/conforming." In the earlier phase the conflict is between id and infantile superego. At first there is no ego-ideal. The balance is controlled and obedient against relaxed and impulsive. The warring roles are friend and enemy and the opposite relationships, sympathy and antipathy. The opposite teaching behaviors associated with this phase are understanding and participating as against blaming and demanding. In the later phase the salient conflict is between the ego-ideal and the social superego. While control may end up more part of the ego-ideal than of the superego, the crucial balance now is between individuality and conformity. The conflicting roles are hero and rival and the opposite relationships are admiration and interference. The opposite teaching behaviors at this phase are inspiring as against demanding.

On the right side of Figure 39 are the data which bear on the family romance theory of teacher development. The data on childhood relationships come from Tables 7, 8 and 9 on page 106 to 111 and Figures 9 and 10 on pages 114 and 116. The data on feelings come from the differences in other and self scores in Figures 22, 23 and 25 on pages 149, 151 and 157. Teaching behaviors do not appear because they were not obtained for mother, father, or self. The middle school woman does not appear because her status is unclear. While she seems in part like the lower school woman her responses, summarized in Figures 11, 30, 37 and 38 on pages 117, 174, 184 and 186 suggest that she is neither identical to the lower school woman nor somewhere in between the lower and high school woman. What marks her childhood relationships is a more frequent need to please teacher and to deny negative relations with parents. During training she is distinguished by the most gain in becoming controlled and blaming. During teaching she is distinguished by the most gain in becoming controlled and the most loss in participation. This suggests that her outstanding characteristic is superego emphasis. But what this means for the family romance theory of teacher development is unclear to us.

On the right side of Figure 39 are the data which discriminate the lower and high school woman. From the relationships recalled with parents and teachers we can infer the identifications characterizing these women. From the relative images of parents and teacher, we can see what these significant others offer in qualities to identify with.

For the lower school woman, father is the major childhood influence. He is both friend and hero. Happy relations with him are preserved by possessive identification, while his confidence and perceptiveness are retained as ego-ideals through emulative identification. Mother is not primarily an enemy as suggested in

Figure 15 on page 127. We cast mother in the role of enemy there because the lower school woman recalled that mother "liked her most" less often than other women. But reconsideration of the data suggests that mother fits better in the part of an envied rival whose place and ways are coveted, but whose person is not especially admired or feared. Teacher is both enemy and rival.

For the high school woman, the major childhood influence is teacher. While mother is the friend of happy, relaxed relations and the object of possessive identification, teacher is the beloved hero sought for emulation and the development of the ego-ideal. Father is both enemy and rival.

Personality Orientations of Prospective Teachers

On the basis of childhood recollections we might describe the personality of the lower school woman as made up of an id elaborated by happy relations with father; an ego-ideal modeled after mother's competitive position but father's ego strengths; and a superego aimed at placating the jealousy of mother and the disciplinary demands of teacher. The lower school woman's comfort and pride come from father who is the source and object of her affection. Her guilt comes from teacher. She has the kind of personality that emphasizes "having" and enjoying personal relationships.

The personality of the high school woman, in contrast, might be described as made up of an id elaborated by happy attention from mother and personal affection for teacher, an ego-ideal modeled after teacher's ego strengths and personal attractions; and a superego aimed at placating father by meeting his demands for control and conformity. The high school woman's comfort comes from her mother who is the source but not the object of her affection. Her pride comes from her teacher. Her guilt comes from father. She has the kind of personality that emphasizes "being" somebody effective rather than "having" gratifying relations.

		Self Conceptions	
	Psychic Structure	Lower School	High School
Inner Balance:	id	relaxed	impulsive
	superego	obedient	controlled
		happy	
Teaching Behavior:		understanding participating	demanding
Basic Orientation:		having	being

Fig. 40 -- Self conceptions distinguishing prospective lower and high school teachers.

The basic differences in self conception of the lower and high school woman have been abstracted into Figure 40. The data come from Figures 17 and 18 on pages 134 and 135. The lower school woman achieves inner balance by meeting the requirements of her superego through obedience, and by being relaxed about the needs of her id. Because she is obedient she need not be overly controlled. As a result she feels happy. Her orientation to "having" rather than "being" inclines her to be more ready to identify with the children, to understand them in terms of herself and to participate in their activities. The high school woman meets the demands of her superego through control. As a result she can only satisfy her id with impulsivity. Her lesser happiness and inner satisfaction incline her to emphasize "being" rather than "having" and to be more demanding.

Personal and Professional Models

The comparison of how prospective teachers rate themselves and significant others shows what these other have had to offer as models for personal and professional development. Figure 41 summarizes the differences between the images the lower and high school women have of their parents and best-liked teacher and the images they have of themselves. These data come from Tables 15, 16 and 18 on pages 145, 147 and 159. The number of + and - signs preceding each quality correspond to the significance level of the observed difference between model and self.

The lower school woman sees both parents as stronger than she in qualities appealing to her ego-ideal. The high school woman does not. The high school woman sees mother only as more happy and relaxed than she, qualities appropriate to the satisfaction of her id. But possessive identification with mother along these lines will not help her to become the teacher she wants to be. She sees father only as more controlled and conforming than she, qualities contributing to her superego. Whatever placatory identification she may make with him, however, will run counter to the individualistic ambitions of her ego-ideal. Neither parent offers the high school woman much with which to build an independent identity. Only the lower school woman has an image of parents who are worth emulating.

Model	Psychic Structure	Advantages (+) and Disadvantages (-) of the Model	
		Lower School	High School
MOTHER compared with self	id	+++happy	+++happy ++relaxed
	ego-ideal	++individualistic ++confident +perceptive +active	
	superego		
FATHER compared with self	id	+happy +impulsive	
	ego-ideal	+++confident +++perceptive	
	superego	+++controlled +conforming	++controlled +conforming
BEST-LIKED TEACHER compared with role	id	---happy ---relaxed ---participating	-participating
	ego-ideal	+++inspiring +++confident ++perceptive ++active	+++inspiring ++confident +++perceptive
	superego	--obedient	--obedient

Fig. 41 -- The advantages and disadvantages of parental and professional models

Best-liked teacher is seen by both types of women as significantly stronger than self as a teacher in qualities which enhance the ego-ideal but as significantly weaker in qualities associated with the id or superego. In contrast to parents best-liked teacher does not stand out as a friend to possess or as a rival-enemy to placate but only as a hero to emulate.

The Vicissitudes of Training and Teaching

The gains and losses occurring in self and role during training and teaching for the lower and high school women are summarized in Figures 42 and 43. These data come from Tables 19, 20 and 22 on pages 163, 165 and 169. The number of + and - signs correspond to the significance levels of the changes observed. Figures 42 and 43 show that the lower and high school women react differently to practice teaching and the first year of experience.

Both types of women enjoy an improved self conception after training. The significant gains are in the feelings of mastery and self-enhancement associated with the ego-ideal. These gains are greater for the lower school woman, but training to become a professional teacher appears to make both types of women feel better about themselves.

In contrast to what happens with self conception, only the lower school woman has an improved role conception after training. Her picture of herself as a teacher gains in the ego-ideal feelings of individuality and activity and in the id-accepting behavior of understanding. But the high school woman's role conception goes in the opposite direction. As a teacher she feels less happy or confident and she sees her teaching behavior as less understanding, less inspiring and even less demanding after training than before. It is as though training to become a teacher has made her less confident to be one.

Conception	Psychic Structure	Gains (+) and Losses (-) during Training	
		Lower School	High School
SELF	id		
	ego-ideal	+++confident +perceptive ++active +++individualistic	++individualistic
	superego		
ROLE	id	+++understanding	-happy -understanding
	ego-ideal	+++individualistic +active	---confident -inspiring
	superego	-obedient	---demanding
ROLE compared with SELF	id		-happy
	ego-ideal	--confident -perceptive	---confident --perceptive --active
	superego		

Fig. 42 -- The gains and losses in self and role conception during training

Conception	Psychic Structure	Gains (+) and Losses (-) during Teaching Lower School	 High School
SELF	id	--happy	
	ego-ideal	-confident --perceptive	
	superego	--obedient	
ROLE	id	---happy --relaxed	--happy
	ego-ideal	---confident --perceptive ---inspiring	-confident ---inspiring
	superego	---obedient +++blaming ++demanding	---obedient +++blaming
ROLE compared with SELF	id	---happy	
	ego-ideal	+active	
	superego	-obedient	

Fig. 43 -- The gains and losses in self and role conception during teaching

After the first year of teaching, however, the picture is different. The high school woman continues to lose in role conception but now it is the lower school woman who shows the most loss not only in role but also in self. As teachers both types of women feel less happy, confident and obedient and see themselves as less inspiring and more blaming than before. But the lower school woman also feels less relaxed and perceptive and sees herself as more demanding.

The first year of teaching does not have much effect on the self conception of the high school woman. Apparently she can keep self and role compartmentalized. Perhaps this is because her basic orientation toward "being" rather than "having" makes it easier for her to remain aloof and to protect her personal self from the vicissitudes experienced in her professional role. But this is not the case for the lower school woman. After a year of experience she not only feels worse as a teacher, but also less happy, confident, perceptive and obedient as a person.

The high school woman suffers her greatest disillusion during training. We conclude that training is a tougher experience for her than it is for the lower school woman. Why is this? Teaching high school makes greater intellectual demands than teaching lower school and the challenge to intellect is greater at the training institution than in the field. Perhaps it is the loss of intellectual illusions during training which erodes the role conception of the high school teacher.

The lower school woman suffers her greatest disillusion during teaching. The impact of her first year of teaching not only affects her role conception but also her self. Why is that? Teaching lower school makes greater demands for emotional involvement than teaching high school. These emotional demands are more intense during the first year of real teaching, when the teacher has full responsibility for her own class of children, than they are during training or practice teaching. Perhaps it is the loss of emotional illusions during teaching which produces the lower school woman's poorer role and self conception after her first year in the field.

What happens to the dream of becoming a teacher when it is exposed to the pressure of training and the vicissitudes of teaching? Table 14 on page 139 shows that when role is compared to self before practice teaching role is significantly more confident, active, perceptive, happy and obedient for all prospective teachers. Before practice teaching role appears to have everything to offer self. But training and teaching take a toll on these anticipated self-improvements.

Figure 42 shows that role loses some of the extra confidence and perceptiveness attributed to it before training for both types of women. But the loss is greatest for the high school woman and she also loses activity and happiness. The experiences the high school woman has during training dispell her dreams of what she hoped to gain by becoming a teacher. Figure 43 shows that only the lower school woman experiences a significant loss in role advantage over self during teaching. After teaching a year role has significantly less happiness and obedience to offer self but significantly more activity.

We have summed up the effects of experience on the advantages of role over self in Figure 44. The data come from Tables 21 and 22 on pages 163 and 165. After a year of teaching role still offers happiness, confidence, perceptiveness and activity to the lower school woman, but not obedience. Her dream of achieving obedience through teaching is lost during her first year of real experience. Being a teacher still offers her comfort and pride. But it fails to give her the virtue she once hoped to gain by becoming a teacher.

Personality Theory		The Advantages of Role over Self			
		Surviving Experience		Erased by Experience	
Psychic Structure	Structural Conflict	Lower School	High School	Lower School	High School
id	comfort vs. anxiety	happy			happy
ego-ideal	pride vs. shame	confident perceptive active	active		confident perceptive individualistic
superego	virtue vs. guilt		controlled obedient	obedient	

Fig. 44 -- The effects of experience on the advantages of role over self

After a year of teaching role still offers activity, control and obedience to the high school woman, but not happiness, confidence, perceptiveness or individuality. These dreams were lost during training before the student teacher ever got into the field. Being a teacher still allows her to feel virtuous. But it fails to give her the comfort and pride she once hoped to gain by becoming a teacher.

For the lower school woman becoming a teacher strengthens her ego-ideal and satisfies her id but fails to strengthen her superego. For the high school woman becoming a teacher augments the restrictions of her superego and increases her sense of ego activity but fails to satisfy her id or enhance her ego-ideal.

The Future of Teacher Training

The first part of this chapter summarizes the differences found between prospective lower and high school teachers and draws inferences about personality types which may be associated with teaching level. Now we will use these findings to develop some speculations about the future of teacher training. To do this we will speak of the lower and high school women as personality types. We will accept the observed differences between them as a fact. And we will believe the theory outlined in Chapter III.

Relations to Parents and Teachers

What are the implications of the family romance theory of teacher development for the professional life of the lower and high school teacher? Family life and family people play an important part in the development of teacher motivation. We expect the prospective teacher to transfer the relationships she had with her parents to those who teach and supervise her during training and teaching and even to the parents of her pupils.

The lower school type develops out of a father romance. Because she has been in rapport with father but in conflict with teacher and mother she should respond positively to her male college teachers but negatively to her female college and supervising teachers.

The high school type develops out of a teacher romance. Her rejection of father should make it difficult for her to respond positively to male college teachers who remind her of him. But she should find it easy to respond to supervising teachers who possess ego-building qualities like the ones she admired in her best-liked teacher.

The lower school type sees much to be gained through emulative identification with her parents. She may have a weakness for idealizing parents and a tendency to become more involved with them than is constructive or manageable. She may be too competitive with her pupils' mothers and too easily charmed by their fathers. She may be more concerned with the reactions of her pupils' parents than with those of her pupils.

Where the lower school type may hope and fear for too much when dealing with parents, the high school type should tend to remain aloof and even to reject them. She may be too ready to dismiss her pupils' parents as unimportant and even inimical to the progress of their education.

In the school hierarchy, the lower school type should enjoy relating to paternalistic male principals as a daughter. But she may experience conflict in her relationships with maternal or professional female principals and she may have trouble with older women teachers. The high school type, in the spirit of rejecting her father, should tend toward conflict with male principals and toward rebellion against paternalism in the school.

The young teacher's attitude toward authority and toward her pupils' parents are a significant part of her emotional resources for teaching. The future of teacher training depends on taking these attitudes seriously and doing something about them. Student teachers should have personal contact with pupils' parents and be taught how to examine their own ensuing reactions in the light of the hopes and fears left over from their own family experiences. This would help the young teacher to recognize and understand the part early interpersonal relations played in making her what she is and how they continue even today to influence her behavior as a person and teacher.

Basic Orientation to Life

The lower and high school types differ in their basic orientation to life. This means that they differ in what they want and how they go about getting it and in what they fear and how they go about avoiding it. The lower school type emphasizes the emotional relation of "having" and the gratifications obtained through the kind of human relations occurring in the reciprocal play of family life. The high school type emphasizes the self-assertion of "being" and the triumphs accomplished by the kind of learning and succeeding which occur in the individual work of the classroom. The lower school type should be happy to nourish a relaxed and playful classroom atmosphere which supports emotional satisfaction. But the high school type should be ambitious to erect and maintain a work setting for learning and accomplishment. The lower school type should encourage feelings. But the high school type should demand thinking. The lower school type should take the compliance of her pupils for granted and be surprised if it fails to appear. But the high school woman should have a tendency to expect resistance and even to be disappointed if it fails to materialize.

The weak point in the professional development of the lower school type will be her tendency to provide too little provocation for ego development because of too much relaxation and understanding. The weak point in the professional development of the high school type will be her tendency to dessicate responsiveness and spontaneity with too much control and demanding. The lower school type must take care to keep her children active as well as happy. The high school type must guard against keeping her students so busy that emotional development is aborted and thinking becomes a defense against feeling.

Out of her wish to understand and participate, the lower school type may do too much for her children, too seldom allowing them to be independent and to work things out on their own. Out of her determination to be demanding, the high school type may see too little value in working with her pupils and expect them to work too much alone.

These basic orientations of "having" and "being" have implications for the future of teacher training. The motive of the lower school type is to avoid the problems and responsibilities of adulthood by "having" the relationships of childhood and remaining a child. The motive of the high school type is to defend herself against the pangs of family disappointment by "being" adult and denying the feelings of childhood. We do not know whether a professional work-oriented atmosphere is helpful or harmful to the prospective lower school teacher. But we feel certain that it plays a different psychological part in her training than it does in the training of the high school teacher.

We expect that a professional atmosphere is frustrating to the lower school type but satisfying to the high school type. However, the high school type appears alienated from warm personal relations of the family kind. It could be that exposure to the less formal more emotionally satisfying side of life would enrich her potentialities of personal relations and help her to be a better teacher. The lower school type seeks relief from the unsympathetic demands of adult life. Perhaps exposure to the more structured life of the well-trained professional could make an adult orientation more appealing to her. It might also subvert her motive for lower school teaching. The future of teacher training depends on recognizing and exploring the difference between these basic orientations and discovering how to use them effectively in the design of the training experience.

The Teaching Model

How might those who aim to train good teachers best represent themselves in order to accomplish their training goals? The differences between the way prospective teachers rate themselves and their best-liked teachers yield a significant clue. The best-liked teacher is distinguished as more competent and inspiring but as less virtuous or friendly. If the unique views of the women who do not want to teach are relevant to the motive for teaching then the worst thing that can happen to the desire to teach is for the role of teacher to take on a superego connotation and appear costly in personal satisfaction.

It would seem that the more the training institution can resist the compulsion to create virtue through moralizing or the temptation to encourage sympathy through indulgence, and the more it can personify the profession with confident, effective behavior, the better it will do in providing prospective teachers with the kind of teaching model they want to emulate. The future of teacher training depends on giving careful attention to the qualities of those chosen as supervising teachers. An important consideration in planning professional training and choosing professional models should be the qualities lacking in but sought by the student. The supervising teacher should be chosen for her potential to support and enrich the ego-ideal of the student teacher.

Changes in Attitudes Toward Self and Role

We have observed a disjunction between the psychological effects of the practice that is supposed to prepare for teaching and the psychological consequences of actually doing it. For the lower school woman most of the improvements in role and self conception acquired during training are undone by the experience of first year teaching. Does training adequately prepare these young women for the experience of lower school teaching? Practice teaching does not seem adequately to expose the student teachers we studied to the experiences they must learn how to handle when they begin regular teaching. What can be done to make training more realistic? Longer periods of practice and practice more like reality would certainly seem called for.

For the high school woman training deals a blow to role conception worse than teaching. What effect does the disillusion experienced during training have on her success as a high school teacher? What can be done to protect her from feeling so inadequate that she stops teaching?

The future of teacher training depends on coming to grips with the disillusion that students undergo in the process of becoming teachers. Frank and penetrating training sessions in self-evulation and understanding could help the student teacher to gain insight into the causes for changes in her attitudes. The better she understands the origins of her feelings the less likely it is that disillusion will hit her so hard that she quits teaching. Even the most modest insight into the emotional vicissitudes with which her teaching life will inevitably be fraught should help her to deal more effectively with what she subsequently encounters.

The training institution could also provide active support for teachers during their first years in the field. If the training program were extended into the first year of teaching, much might be done to understand, anticipate and ameliorate the difficulties of the first year of experience.

Whether a student's motives can be used or transformed by her in such a way that she can satisfyingly enact an acceptable teacher role is vital to her future as a teacher. The disillusion of dreams brought about by training and teaching needs to be recognized clearly and taken seriously. The successful preservation and development of robust motives for teaching is crucial to the future of teacher training. If the experiences of training and teaching wipe out the young teacher's motives to teach, how will she keep going when teaching gets tough and the temptations to quit are strong? A realistic recognition of what dreams bring young women to teaching and which of these are apt to survive reality is essential to the development of motives for remaining a teacher. The prospective teacher should be encouraged and helped to consider in what way it can be emotionally rewarding for her to participate in training and how she might best be able to gain personal satisfaction in teaching.

Only when psychological exploration of the experience of being and becoming a teacher plays an integral and active part in the training program will we begin to understand the ways a teacher can be successful and satisfied and what we can do about it.

APPENDIX A

SAMPLE PAGES
FROM
THE TEACHING ATTITUDES QUESTIONNAIRE

Nº 40889

THE TEACHING ATTITUDES QUESTIONNAIRE

Cols. 1 - 5

In order to find out what attracts people into teaching, we are comparing attitudes of those interested in teaching with those who are not.

ST ________ 6

YT ________ 7

For this, we need your descriptions of people who have taught you. Your own opinion is what counts. Feel free to be imaginative and expressive. This will make the questionnaire more fun to fill out.

TY ________ 8

Please begin by giving some general information about yourself. Write in or circle the best answer to each question.

IN ________ 9

________ 10

AGE in years. ____________ A ________ 11

________ 12

SEX: Male Female S ________ 13

YEAR OF TRAINING:

High School | College Freshman | Sophomore | Junior | Senior | College Graduate ________ 14

CLASSROOM EXPERIENCE: If you do not plan to teach, circle the first item.
Otherwise, circle the item describing your classroom experience.

no plans to teach | no classroom experience | observed classrooms | assisted in the classroom | practice taught | substitute teacher | regular teacher ________ 15

WHAT GRADE DO YOU PLAN TO TEACH?

Nursery School Kindergarten | 1st | 2nd | 3rd | 4th | 5th 6th | 7th 8th | 9th 10th | 11th 12th | College ________ 16

WHAT SUBJECT DO YOU PLAN TO TEACH? ______________________________ ________ 17

________ 18

IF NOT PLANNING TO TEACH, INDICATE ON THE LINE ABOVE THE SUBJECT WHICH MOST INTERESTS YOU.

Now turn to the next page. Read the instructions carefully before beginning.

INSTRUCTIONS: PLEASE READ CAREFULLY BEFORE BEGINNING

This questionnaire asks you to describe a person named at the top of each page. Beneath each name you will find several pairs of contrasting words or phrases. Please make one circle between each pair to describe the person named.

For EXAMPLE: Suppose you were rating your FAVORITE TEACHER on the pair of words:

happy O o . . o O sad

First, you would decide whether your Favorite Teacher was more "happy" or "sad".

Second, you would decide how "happy" you felt your Favorite Teacher to be.

Suppose you felt your Favorite Teacher was rather "happy"; then you would make one circle between "happy" and "sad" like this:

happy O [✓ o] . . o O sad

On the other hand, suppose you felt your Favorite Teacher to be slightly "sad"; then you would make one circle between "happy" and "sad" like this:

happy O o . [✓ .] o O sad

For each pair first, decide which SIDE of the pair is most appropriate, second, HOW MUCH you feel the person to be that way

Circle,	O	o	.	.	o	O
	for very	for rather	for slightly	for slightly	for rather	for very

Work carefully. Do not skip any items but do not spend too long on any one. The best answers are impressionistic.

Do not leave any pages blank. Should a question ask you to describe someone you have never known, rate this person as you imagine they might be.

BE SURE AND MAKE ONE AND ONLY ONE CIRCLE BETWEEN EACH PAIR OF WORDS.

Describe yourself in the job of a teacher, from a student's point of view.

ME AS A TEACHER

Makes the work too easy	O	o	.	.	o	O	Makes the work too hard	21
Always thinks we'll do badly	O	o	.	.	o	O	Always thinks we'll do well	22
Always knows what mixes us up	O	o	.	.	o	O	Never knows what mixes us up	23
Acts old	O	o	.	.	o	O	Acts young	24
Teaches us alot	O	o	.	.	o	O	Doesn't teach us much	25
Never helps us	O	o	.	.	o	O	Helps us too much	26
Never looking for trouble	O	o	.	.	o	O	Always looking for trouble	27
Knows if we are trying	O	o	.	.	o	O	Doesn't know if we are trying	28
Lets us be noisy	O	o	.	.	o	O	Makes us keep quiet	29
Makes school boring	O	o	.	.	o	O	Makes school fun	30
Sticks up for us with the authorities	O	o	.	.	o	O	Never sticks up for us with the authorities	31
Makes us want to learn	O	o	.	.	o	O	Makes us not want to learn	32
Doesn't know what worries us	O	o	.	.	o	O	Knows what worries us	33
Has hardly any rules	O	o	.	.	o	O	Has too many rules	34
Knows which students like each other	O	o	.	.	o	O	Doesn't know which students like each other	35
Often makes students look foolish	O	o	.	.	o	O	Never makes students look foolish	36
Likes us	O	o	.	.	o	O	Dislikes us	37
Doesn't inspire us	O	o	.	.	o	O	Inspires us	38

1—47
4—48

Of all the teachers you ever had, think of the teacher you liked best.

When did you have this teacher? (Circle one) Grade School High School College 19

What was this teacher? (Circle one) Man Woman 20

Describe your

BEST-LIKED TEACHER

warm	O	o	.	.	o	O	cool	21
ordinary	O	o	.	.	o	O	elegant	22
smooth	O	o	.	.	o	O	bouncy	23
mean	O	o	.	.	o	O	kind	24
responsive	O	o	.	.	o	O	reserved	25
sad	O	o	.	.	o	O	happy	26
neat	O	o	.	.	o	O	sloppy	27
shifting	O	o	.	.	o	O	sure	28
sharp	O	o	.	.	o	O	blurry	29
loose	O	o	.	.	o	O	tight	30
empty	O	o	.	.	o	O	full	31
soft	O	o	.	.	o	O	hard	32
forceful	O	o	.	.	o	O	retiring	33
impulsive	O	o	.	.	o	O	stable	34
clean	O	o	.	.	o	O	dirty	35
plain	O	o	.	.	o	O	fancy	36
cheerful	O	o	.	.	o	O	solemn	37
weak	O	o	.	.	o	O	strong	38
loud	O	o	.	.	o	O	quiet	39
deep	O	o	.	.	o	O	shallow	40
strange	O	o	.	.	o	O	familiar	41
bright	O	o	.	.	o	O	dull	42
bad	O	o	.	.	o	O	good	43
active	O	o	.	.	o	O	passive	44
vague	O	o	.	.	o	O	clear	45
feminine	O	o	.	.	o	O	masculine	46

1—47
5—48

Below are some phrases describing relations between people.

On the right are three people usually important in childhood, and a space for identifying others. Please choose the one person in your childhood who best answers each question.

For each question: Either, circle one of the persons listed;

**Or, select a person not listed
and write in their relationship to you.**

49

50

	My Mother	My Father	A Teacher	Someone Else (Relationship to you)	
Whom did you admire most?	M	F	T	____________	51
Who taught you the most?	M	F	T	____________	52
Whom did you like most?	M	F	T	____________	53
Who wanted to be with you most?	M	F	T	____________	54
Whom did you most want to please?	M	F	T	____________	55
Whom were you closest to?	M	F	T	____________	56
Who liked you most?	M	F	T	____________	57
Who was most successful in life?	M	F	T	____________	58
Whom did you want to be with most?	M	F	T	____________	59
Whom did you fear most?	M	F	T	____________	60
Whom did you most want to be like?	M	F	T	____________	61
Who frustrated you most?	M	F	T	____________	62
Who did the most with you?	M	F	T	____________	63
Whom did you dislike most?	M	F	T	____________	64
Who let you get your own way?	M	F	T	____________	65
Who understood you least?	M	F	T	____________	66
Who made you feel best?	M	F	T	____________	67
Who disliked you most?	M	F	T	____________	68
Who got their own way most?	M	F	T	____________	69
Who most influenced you to become a teacher?	M	F	T	____________	70

CIRCLE THE TIME WHEN YOU FIRST THOUGHT ABOUT BECOMING A TEACHER:

Grade School   High School   College   Later   ______71

Please give us some information about your cultural background.

RELIGION: ______________________________   ______72

NATIONAL ORIGIN: ______________________________   ______73

______74

MARRIED: Yes   No

If married, HOW MANY CHILDREN ______________   ______75

Father's OCCUPATION: Please indicate enough about your father's occupation to enable us to know what it is that he does. If deceased, please give his former occupation.

______________________________   ______76

______________________________   ______77

Mother's OCCUPATION: ______________________________   ______78

Father's EDUCATION:

none	some grammar school	completed grammar school	some high school	graduated from high school	some college	graduated from college	some graduate school	______79

Mother's EDUCATION:

none	some grammar school	completed grammar school	some high school	graduated from high school	some college	graduated from college	some graduate school	______80

School: ____________________ Name: ____________________________

Level: _____________________ Address: _________________________

____

To: Participants in Teaching Attitudes Study

From: Benjamin Wright and Shirley Tuska
Department of Education, University of Chicago

Last year you contributed to our study of attitudes toward teaching by filling out a Teaching Attitudes Questionnaire. It is very important to know how attitudes develop with experience. Will you help us again?

1. Are you teaching now? Yes No
2. Have you taught since graduation? Yes No
3. How many months have you taught? ______ months
4. If not teaching, what are you doing now?

   ____

5. If we mail you a questionnaire, would you help us continue our study by filling out the Teaching Attitudes Questionnaire again? Yes No
6. Do we have your address correct? If not, give us your address below.

   ____

   ____

7. Telephone _______________________

Your cooperation in answering these questions, and returning them to us in the enclosed envelope will make an important contribution to the study and will be greatly appreciated.

As you know, we will not ask you to put your name on the Questionnaire, and will protect your privacy in every way possible.

APPENDIX B

STANDARD ERRORS
FOR SCORES IN
TABLES 7 THROUGH 20

TABLE 7B

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS AND DIFFERENCES

AT THE FIRST TESTING

MOTHER

		PERCENTS			DIFFERENCES AMONG PERCENTS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY	FRIEND	2.23	2.75	3.74	3.54	4.65	4.36
WHOM WERE YOU CLOSEST TO		2.99	3.72	4.84	4.77	6.10	5.69
WHO LIKED YOU MOST		3.02	3.86	5.24	4.90	6.51	6.04
WHO WANTED TO BE WITH YOU MOST		3.03	3.58	4.34	4.69	5.62	5.29
WHOM DID YOU LIKE MOST		3.13	3.88	5.33	4.99	6.59	6.18
WHOM DID YOU WANT TO BE WITH MOST		3.13	3.86	5.28	4.97	6.54	6.14
WHO MADE YOU FEEL BEST		3.07	3.83	5.26	4.90	6.50	6.09
WHOM DID YOU MOST WANT TO PLEASE		3.06	3.69	5.21	4.79	6.38	6.05
ADMIRATION	HERO	2.17	2.58	3.32	3.37	4.20	3.96
WHOM DID YOU ADMIRE MOST		2.95	3.64	4.95	4.69	6.14	5.76
WHO WAS MOST SUCCESSFUL IN LIFE		2.22	2.24	3.56	3.15	4.21	4.19
WHOM DID YOU MOST WANT TO BE LIKE		3.11	3.78	4.42	4.89	5.82	5.41
INFLUENCE	TEACHER	2.12	2.60	3.58	3.35	4.42	4.16
WHO DID THE MOST WITH YOU		2.97	3.78	5.18	4.81	6.42	5.97
WHO TAUGHT YOU THE MOST		3.11	3.83	5.21	4.94	6.47	6.07
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		2.61	3.15	4.58	4.09	5.56	5.27
ANTIPATHY	ENEMY	1.55	1.74	2.54	2.33	3.07	2.97
WHO DISLIKED YOU MOST		1.43	1.86	2.72	2.35	3.29	3.07
WHOM DID YOU DISLIKE MOST		1.61	1.95	2.91	2.53	3.51	3.33
WHO UNDERSTOOD YOU LEAST		2.52	2.65	3.82	3.66	4.65	4.57
INTERFERENCE	RIVAL	2.04	2.36	3.38	3.12	4.13	3.95
WHO FRUSTRATED YOU MOST		2.84	3.28	4.65	4.34	5.69	5.45
WHOM DID YOU FEAR MOST		2.36	2.55	4.42	3.47	5.10	5.01
WHO GOT THEIR OWN WAY MOST		3.06	3.69	4.95	4.79	6.17	5.82
WHO LET YOU GET YOUR OWN WAY		3.05	3.67	5.28	4.77	6.43	6.10
SAMPLE SIZES		254	166	88			

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER

		COMPARISON WITH					
		NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY	FRIEND	3.63	3.97	4.71	4.16	4.58	6.15
WHOM WERE YOU CLOSEST TO		4.94	5.41	6.23	5.63	6.20	8.56
WHO LIKED YOU MOST		5.04	5.59	6.61	5.78	6.44	8.63
WHO WANTED TO BE WITH YOU MOST		4.88	5.24	5.78	5.70	6.22	8.29
WHOM DID YOU LIKE MOST		5.11	5.60	6.68	5.86	6.44	8.78
WHOM DID YOU WANT TO BE WITH MOST		5.10	5.58	6.64	5.85	6.41	8.02
WHO MADE YOU FEEL BEST		5.04	5.54	6.61	5.62	6.32	8.01
WHOM DID YOU MOST WANT TO PLEASE		5.03	5.44	6.57	5.76	6.26	8.22
ADMIRATION	HERO	3.55	3.82	4.35	4.06	4.10	5.25
WHOM DID YOU ADMIRE MOST		4.94	5.37	6.33	5.52	5.85	8.15
WHO WAS MOST SUCCESSFUL IN LIFE		3.57	3.59	4.53	4.72	4.18	4.89
WHOM DID YOU MOST WANT TO BE LIKE		5.05	5.49	5.95	5.70	5.82	7.01
INFLUENCE	TEACHER	3.39	3.71	4.45	3.91	4.28	5.45
WHO DID THE MOST WITH YOU		4.99	5.51	6.55	5.71	6.34	8.75
WHO TAUGHT YOU THE MOST		5.07	5.54	6.57	5.78	6.35	7.69
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		3.49	3.91	5.13	4.56	4.73	5.68
ANTIPATHY	ENEMY	2.56	2.68	3.26	3.05	3.53	5.62
WHO DISLIKED YOU MOST		2.34	2.63	3.29	2.89	3.99	5.61
WHOM DID YOU DISLIKE MOST		2.61	2.83	3.57	3.14	4.15	6.36
WHO UNDERSTOOD YOU LEAST		4.20	4.28	5.09	4.93	5.09	8.04
INTERFERENCE	RIVAL	3.29	3.50	4.26	3.80	4.18	5.91
WHO FRUSTRATED YOU MOST		4.65	4.93	5.93	5.50	5.74	8.42
WHOM DID YOU FEAR MOST		4.07	4.19	5.53	4.34	5.03	7.49
WHO GOT THEIR OWN WAY MOST		4.82	5.24	6.19	5.61	6.28	8.40
WHO LET YOU GET YOUR OWN WAY		4.94	5.34	6.55	5.67	6.10	8.53
SAMPLE SIZES			N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 8B

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS AND DIFFERENCES

AT THE FIRST TESTING

FATHER

		PERCENTS			DIFFERENCES AMONG PERCENTS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY	FRIEND	2.01	2.27	3.06	3.03	3.81	3.66
WHOM WERE YOU CLOSEST TO		2.54	2.97	3.10	3.90	4.29	4.00
WHO LIKED YOU MOST		3.03	3.37	4.58	4.53	5.68	5.49
WHO WANTED TO BE WITH YOU MOST		2.50	2.17	2.72	3.31	3.48	3.69
WHOM DID YOU LIKE MOST		2.89	3.31	4.90	4.39	5.91	5.68
WHOM DID YOU WANT TO BE WITH MOST		2.78	3.28	4.34	4.30	5.44	5.15
WHO MADE YOU FEEL BEST		3.02	3.60	4.95	4.70	6.12	5.80
WHOM DID YOU MOST WANT TO PLEASE		3.08	3.76	5.26	4.86	6.46	6.10
ADMIRATION	HERO	2.29	2.76	3.69	3.59	4.61	4.34
WHOM DID YOU ADMIRE MOST		3.05	3.65	4.90	4.76	6.11	5.77
WHO WAS MOST SUCCESSFUL IN LIFE		3.10	3.88	5.26	4.97	6.54	6.11
WHOM DID YOU MOST WANT TO BE LIKE		2.46	3.05	4.25	3.92	5.23	4.91
INFLUENCE	TEACHER	1.55	1.67	1.98	2.27	2.59	2.51
WHO DID THE MOST WITH YOU		2.27	2.55	3.26	3.41	4.14	3.97
WHO TAUGHT YOU THE MOST		2.38	2.43	3.10	3.40	3.94	3.90
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		2.17	2.37	2.25	3.21	3.27	3.12
ANTIPATHY	ENEMY	1.66	2.31	3.38	2.85	4.09	3.77
WHO DISLIKED YOU MOST		1.43	2.17	3.10	2.60	3.78	3.41
WHOM DID YOU DISLIKE MOST		1.48	2.17	4.05	2.63	4.59	4.31
WHO UNDERSTOOD YOU LEAST		2.79	3.69	5.04	4.63	6.24	5.76
INTERFERENCE	RIVAL	2.10	2.67	3.73	3.39	4.58	4.28
WHO FRUSTRATED YOU MOST		2.61	3.49	5.18	4.36	6.25	5.80
WHOM DID YOU FEAR MOST		3.09	3.87	5.18	4.95	6.47	6.04
WHO GOT THEIR OWN WAY MOST		2.90	3.60	5.15	4.62	6.29	5.91
WHO LET YOU GET YOUR OWN WAY		3.08	3.79	5.12	4.88	6.37	5.97
SAMPLE SIZES		254	166	88			

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

	COMPARISON WITH					
	NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY FRIEND	3.10	3.27	3.86	3.52	3.93	5.62
WHOM WERE YOU CLOSEST TO	4.01	4.30	4.39	4.35	5.26	6.63
WHO LIKED YOU MOST	4.68	4.90	5.80	5.45	5.93	8.38
WHO WANTED TO BE WITH YOU MOST	3.51	3.29	3.67	4.33	4.59	6.91
WHOM DID YOU LIKE MOST	4.51	4.79	6.00	5.01	5.71	8.22
WHOM DID YOU WANT TO BE WITH MOST	4.39	4.72	5.51	4.66	5.37	8.06
WHO MADE YOU FEEL BEST	4.69	5.09	6.11	5.45	5.93	8.33
WHOM DID YOU MOST WANT TO PLEASE	4.97	5.41	6.55	5.68	5.98	8.79
ADMIRATION HERO	3.64	3.96	4.65	3.93	4.24	6.17
WHOM DID YOU ADMIRE MOST	4.78	5.18	6.12	5.22	5.67	7.90
WHO WAS MOST SUCCESSFUL IN LIFE	5.10	5.60	6.63	5.67	6.11	8.81
WHOM DID YOU MOST WANT TO BE LIKE	3.89	4.28	5.21	4.21	4.66	7.24
INFLUENCE TEACHER	2.19	2.28	2.52	2.57	3.03	4.14
WHO DID THE MOST WITH YOU	3.40	3.60	4.14	3.99	4.68	6.34
WHO TAUGHT YOU THE MOST	3.43	3.47	3.96	3.84	4.02	6.63
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	2.78	2.94	2.84	3.46	4.59	5.12
ANTIPATHY ENEMY	2.97	3.37	4.18	3.17	3.84	4.12
WHO DISLIKED YOU MOST	2.51	2.99	3.72	3.05	3.19	3.10
WHOM DID YOU DISLIKE MOST	3.26	3.63	4.98	3.61	4.27	4.50
WHO UNDERSTOOD YOU LEAST	4.69	5.27	6.29	4.89	6.03	6.82
INTERFERENCE RIVAL	3.54	3.90	4.69	3.96	4.43	6.02
WHO FRUSTRATED YOU MOST	4.68	5.22	6.48	4.85	5.96	7.67
WHOM DID YOU FEAR MOST	5.09	5.59	6.57	5.82	6.43	8.75
WHO GOT THEIR OWN WAY MOST	4.79	5.24	6.41	5.46	5.77	8.18
WHO LET YOU GET YOUR OWN WAY	5.01	5.48	6.47	5.59	6.28	8.50
SAMPLE SIZES		N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 9B

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS AND DIFFERENCES
AT THE FIRST TESTING
TEACHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY FRIEND	0.90	1.26	2.07	1.55	2.42	2.26
WHOM WERE YOU CLOSEST TO	0.68	0.85	1.96	1.09	2.13	2.07
WHO LIKED YOU MOST	1.16	1.57	1.61	1.96	2.25	1.98
WHO WANTED TO BE WITH YOU MOST	0.68	0.60	1.14	0.91	1.29	1.33
WHOM DID YOU LIKE MOST	1.33	1.68	3.42	2.14	3.81	3.67
WHOM DID YOU WANT TO BE WITH MOST	1.16	1.95	3.42	2.27	3.93	3.61
WHO MADE YOU FEEL BEST	2.00	2.80	4.15	3.44	5.00	4.61
WHOM DID YOU MOST WANT TO PLEASE	2.03	2.97	3.94	3.60	4.93	4.43
ADMIRATION HERO	1.87	2.57	3.84	3.18	4.62	4.27
WHOM DID YOU ADMIRE MOST	2.27	3.15	4.78	3.88	5.73	5.29
WHO WAS MOST SUCCESSFUL IN LIFE	2.40	3.49	5.04	4.24	6.13	5.58
WHOM DID YOU MOST WANT TO BE LIKE	2.76	3.56	5.32	4.50	6.40	5.99
INFLUENCE TEACHER	1.94	2.47	3.59	3.14	4.35	4.08
WHO DID THE MOST WITH YOU	1.43	2.17	4.15	2.60	4.68	4.39
WHO TAUGHT YOU THE MOST	2.96	3.80	5.32	4.82	6.54	6.09
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	3.14	3.88	5.15	4.99	6.45	6.03
ANTIPATHY ENEMY	2.47	3.06	4.21	3.94	5.21	4.88
WHO DISLIKED YOU MOST	3.11	3.88	5.33	4.97	6.59	6.17
WHOM DID YOU DISLIKE MOST	3.03	3.85	5.31	4.90	6.56	6.11
WHO UNDERSTOOD YOU LEAST	3.10	3.81	5.32	4.91	6.55	6.16
INTERFERENCE RIVAL	2.07	2.54	3.47	3.27	4.30	4.04
WHO FRUSTRATED YOU MOST	3.06	3.74	4.95	4.83	6.20	5.82
WHOM DID YOU FEAR MOST	2.99	3.70	5.04	4.76	6.25	5.86
WHO GOT THEIR OWN WAY MOST	2.31	2.80	4.34	3.63	5.16	4.91
WHO LET YOU GET YOUR OWN WAY	1.77	2.55	3.56	3.10	4.38	3.98
SAMPLE SIZES	254	166	88			

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

TEACHER

		COMPARISON WITH					
		NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY	FRIEND	1.54	1.77	2.42	2.00	2.45	3.65
WHOM WERE YOU CLOSEST TO		0.95	1.08	2.07	1.25	2.21	2.78
WHO LIKED YOU MOST		2.19	2.43	2.45	2.93	2.57	2.55
WHO WANTED TO BE WITH YOU MOST		1.17	1.12	1.49	0.68	1.33	4.00
WHOM DID YOU LIKE MOST		1.99	2.24	3.72	3.00	3.62	5.14
WHOM DID YOU WANT TO BE WITH MOST		1.88	2.45	3.72	2.38	3.75	5.45
WHO MADE YOU FEEL BEST		3.53	4.04	5.07	4.41	5.16	7.69
WHOM DID YOU MOST WANT TO PLEASE		3.14	3.81	4.61	3.75	5.40	6.51
ADMIRATION	HERO	3.03	3.50	4.52	3.70	4.60	6.42
WHOM DID YOU ADMIRE MOST		3.69	4.29	5.60	4.53	5.88	7.83
WHO WAS MOST SUCCESSFUL IN LIFE		3.96	4.71	5.95	4.93	6.19	8.61
WHOM DID YOU MOST WANT TO BE LIKE		4.37	4.92	6.31	5.26	6.26	8.83
INFLUENCE	TEACHER	3.06	3.42	4.30	3.69	4.18	5.94
WHO DID THE MOST WITH YOU		2.92	3.34	4.87	3.05	3.87	5.65
WHO TAUGHT YOU THE MOST		4.91	5.46	6.60	5.67	6.38	8.81
WHO MOST INFLUENCED YOU TO BECOME A TEACHER		4.70	5.23	6.23	5.86	6.44	8.63
ANTIPATHY	ENEMY	4.04	4.43	5.28	4.62	5.07	6.98
WHO DISLIKED YOU MOST		5.09	5.60	6.68	5.83	6.44	8.85
WHOM DID YOU DISLIKE MOST		4.99	5.53	6.62	5.70	6.43	8.84
WHO UNDERSTOOD YOU LEAST		5.01	5.47	6.62	5.83	6.29	8.48
INTERFERENCE	RIVAL	3.20	3.52	4.24	3.69	4.02	5.50
WHO FRUSTRATED YOU MOST		4.76	5.23	6.15	5.58	5.73	8.15
WHOM DID YOU FEAR MOST		4.53	5.02	6.08	5.29	5.83	7.87
WHO GOT THEIR OWN WAY MOST		3.80	4.11	5.28	4.02	5.00	6.55
WHO LET YOU GET YOUR OWN WAY		2.64	3.21	4.06	3.73	4.78	6.29
SAMPLE SIZES			N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 10B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
MOTHER

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.08	0.09	0.15	0.12	0.18	0.17	0.13	0.14	0.18	0.16	0.16	0.26
EGO	ACTIVE	0.08	0.10	0.14	0.13	0.17	0.16	0.14	0.15	0.18	0.17	0.19	0.21
	PERCEPTIVE	0.06	0.07	0.11	0.09	0.13	0.13	0.09	0.10	0.13	0.11	0.14	0.22
EGO IDEAL	INDIVIDUALISTIC	0.11	0.14	0.17	0.18	0.22	0.21	0.18	0.20	0.22	0.21	0.23	0.29
	CONTROLLED	0.07	0.09	0.12	0.12	0.15	0.14	0.11	0.13	0.15	0.15	0.16	0.27
HAVE	HAPPY	0.05	0.05	0.08	0.07	0.10	0.10	0.08	0.08	0.11	0.10	0.10	0.19
ID	RELAXED	0.07	0.09	0.12	0.12	0.15	0.14	0.11	0.13	0.15	0.15	0.16	0.27
	IMPULSIVE	0.06	0.06	0.10	0.08	0.12	0.12	0.10	0.11	0.14	0.12	0.11	0.18
SUPER EGO	OBEDIENT	0.06	0.06	0.10	0.08	0.12	0.12	0.10	0.11	0.14	0.12	0.11	0.18
	CONFORMING	0.11	0.14	0.17	0.18	0.22	0.21	0.18	0.20	0.22	0.21	0.23	0.29
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 11B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.07	0.09	0.14	0.11	0.16	0.15	0.12	0.14	0.17	0.15	0.15	0.23
EGO	ACTIVE	0.09	0.12	0.16	0.15	0.20	0.18	0.15	0.16	0.20	0.19	0.19	0.25
	PERCEPTIVE	0.06	0.07	0.12	0.09	0.14	0.13	0.10	0.11	0.14	0.12	0.13	0.19
EGO	INDIVIDUALISTIC	0.10	0.13	0.16	0.17	0.21	0.19	0.17	0.18	0.21	0.19	0.21	0.27
IDEAL	CONTROLLED	0.09	0.11	0.18	0.14	0.21	0.20	0.15	0.16	0.21	0.18	0.18	0.24
HAVE	HAPPY	0.06	0.07	0.15	0.09	0.16	0.16	0.11	0.12	0.18	0.14	0.13	0.20
ID	RELAXED	0.09	0.11	0.18	0.14	0.21	0.20	0.15	0.16	0.21	0.18	0.18	0.24
	IMPULSIVE	0.06	0.08	0.14	0.11	0.16	0.15	0.12	0.13	0.17	0.14	0.14	0.21
SUPER	OBEDIENT	0.06	0.08	0.14	0.11	0.16	0.15	0.12	0.13	0.17	0.14	0.14	0.21
EGO	CONFORMING	0.10	0.13	0.16	0.17	0.21	0.19	0.17	0.18	0.21	0.19	0.21	0.27
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 12B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MYSELF

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.06	0.08	0.12	0.10	0.14	0.13	0.12	0.12	0.15	0.13	0.14	0.21
EGO	ACTIVE	0.08	0.10	0.15	0.13	0.18	0.17	0.13	0.14	0.18	0.17	0.16	0.23
	PERCEPTIVE	0.04	0.05	0.08	0.07	0.09	0.09	0.08	0.08	0.10	0.09	0.09	0.13
EGO	INDIVIDUALISTIC	0.09	0.11	0.16	0.15	0.20	0.19	0.15	0.16	0.20	0.18	0.18	0.26
IDEAL	CONTROLLED	0.06	0.06	0.12	0.09	0.14	0.13	0.09	0.10	0.14	0.12	0.13	0.19
HAVE	HAPPY	0.05	0.06	0.11	0.08	0.12	0.12	0.09	0.10	0.13	0.09	0.10	0.14
ID	RELAXED	0.06	0.06	0.12	0.09	0.14	0.13	0.09	0.10	0.14	0.12	0.13	0.19
	IMPULSIVE	0.04	0.05	0.09	0.07	0.11	0.10	0.09	0.10	0.12	0.10	0.10	0.14
SUPER	OBEDIENT	0.04	0.05	0.09	0.07	0.11	0.10	0.09	0.10	0.12	0.10	0.10	0.14
EGO	CONFORMING	0.09	0.11	0.16	0.15	0.20	0.19	0.15	0.16	0.20	0.18	0.18	0.26
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 13B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.05	0.05	0.09	0.07	0.11	0.11	0.10	0.10	0.13	0.10	0.11	0.20
EGO	ACTIVE	0.06	0.07	0.10	0.09	0.12	0.11	0.10	0.11	0.13	0.13	0.11	0.17
	PERCEPTIVE	0.04	0.04	0.07	0.06	0.09	0.08	0.08	0.08	0.10	0.08	0.08	0.14
EGO IDEAL	INDIVIDUALISTIC	0.10	0.13	0.16	0.16	0.20	0.19	0.16	0.18	0.20	0.19	0.19	0.25
	CONTROLLED	0.06	0.08	0.11	0.10	0.14	0.13	0.13	0.14	0.16	0.12	0.15	0.21
	INSPIRING	0.05	0.05	0.08	0.07	0.10	0.10	0.09	0.09	0.11	0.09	0.10	0.17
HAVE	HAPPY	0.03	0.04	0.09	0.05	0.10	0.10	0.09	0.09	0.12	0.09	0.08	0.14
ID	RELAXED	0.06	0.08	0.11	0.10	0.14	0.13	0.13	0.14	0.16	0.12	0.15	0.21
	IMPULSIVE	0.03	0.04	0.07	0.05	0.08	0.07	0.07	0.07	0.09	0.09	0.09	0.15
	UNDERSTANDING	0.04	0.05	0.07	0.07	0.09	0.09	0.09	0.09	0.11	0.08	0.11	0.12
	PARTICIPATING	0.04	0.06	0.07	0.07	0.09	0.08	0.07	0.08	0.09	0.10	0.10	0.15
SUPER EGO	OBEDIENT	0.03	0.04	0.07	0.05	0.08	0.07	0.07	0.07	0.09	0.09	0.09	0.15
	CONFORMING	0.10	0.13	0.16	0.16	0.20	0.19	0.16	0.18	0.20	0.19	0.19	0.25
	DEMANDING	0.06	0.07	0.10	0.09	0.12	0.12	0.10	0.11	0.14	0.13	0.13	0.18
	BLAMING	0.05	0.06	0.08	0.07	0.10	0.10	0.09	0.09	0.11	0.10	0.11	0.15
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 14B

STANDARD ERRORS FOR CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

ME AS A TEACHER - MYSELF

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.05	0.07	0.12	0.09	0.14	0.13
EGO	ACTIVE	0.06	0.08	0.12	0.09	0.15	0.14
	PERCEPTIVE	0.04	0.04	0.08	0.05	0.09	0.09
EGO	INDIVIDUALISTIC	0.07	0.09	0.12	0.12	0.15	0.14
IDEAL	CONTROLLED	0.06	0.07	0.12	0.09	0.14	0.13
HAVE	HAPPY	0.04	0.05	0.09	0.07	0.10	0.10
ID	RELAXED	0.06	0.07	0.12	0.09	0.14	0.13
	IMPULSIVE	0.03	0.05	0.09	0.06	0.10	0.09
SUPER	OBEDIENT	0.03	0.05	0.09	0.06	0.10	0.09
EGO	CONFORMING	0.07	0.09	0.12	0.12	0.15	0.14
SAMPLE SIZES		254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 15B

STANDARD ERRORS FOR
CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

MOTHER-MYSELF

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.09	0.11	0.15	0.14	0.19	0.17
EGO	ACTIVE	0.10	0.12	0.18	0.16	0.21	0.20
	PERCEPTIVE	0.06	0.07	0.12	0.09	0.14	0.13
EGO IDEAL	INDIVIDUALISTIC	0.10	0.12	0.17	0.16	0.21	0.20
	CONTROLLED	0.07	0.09	0.14	0.12	0.16	0.16
HAVE	HAPPY	0.05	0.06	0.10	0.08	0.12	0.11
ID	RELAXED	0.07	0.09	0.14	0.12	0.16	0.16
	IMPULSIVE	0.06	0.07	0.14	0.09	0.16	0.15
SUPER EGO	OBEDIENT	0.06	0.07	0.14	0.09	0.16	0.15
	CONFORMING	0.10	0.12	0.17	0.16	0.21	0.20
SAMPLE SIZES		254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 16B

STANDARD ERRORS FOR CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

FATHER-MYSELF

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.08	0.10	0.18	0.13	0.20	0.19
EGO	ACTIVE	0.10	0.14	0.21	0.17	0.25	0.23
	PERCEPTIVE	0.06	0.08	0.14	0.10	0.16	0.15
EGO IDEAL	INDIVIDUALISTIC	0.10	0.11	0.17	0.15	0.20	0.20
	CONTROLLED	0.09	0.11	0.19	0.14	0.22	0.21
HAVE	HAPPY	0.06	0.08	0.13	0.10	0.16	0.15
ID	RELAXED	0.09	0.11	0.19	0.14	0.22	0.21
	IMPULSIVE	0.07	0.09	0.16	0.11	0.19	0.18
SUPER EGO	OBEDIENT	0.07	0.09	0.16	0.11	0.19	0.18
	CONFORMING	0.10	0.11	0.17	0.15	0.20	0.20
SAMPLE SIZES		254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 17B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.04	0.04	0.08	0.06	0.09	0.09	0.07	0.07	0.10	0.07	0.07	0.11
EGO	ACTIVE	0.06	0.07	0.10	0.09	0.12	0.12	0.10	0.11	0.13	0.12	0.11	0.16
	PERCEPTIVE	0.03	0.03	0.05	0.05	0.06	0.06	0.05	0.05	0.06	0.06	0.06	0.08
EGO IDEAL	INDIVIDUALISTIC	0.11	0.13	0.18	0.17	0.23	0.21	0.17	0.19	0.23	0.20	0.21	0.30
	CONTROLLED	0.08	0.10	0.14	0.13	0.17	0.16	0.14	0.15	0.18	0.16	0.18	0.23
	INSPIRING	0.03	0.04	0.06	0.04	0.07	0.07	0.06	0.06	0.08	0.05	0.07	0.11
HAVE	HAPPY	0.05	0.05	0.08	0.07	0.10	0.10	0.08	0.08	0.11	0.10	0.11	0.14
ID	RELAXED	0.08	0.10	0.14	0.13	0.17	0.16	0.14	0.15	0.18	0.16	0.18	0.23
	IMPULSIVE	0.05	0.06	0.11	0.08	0.13	0.12	0.09	0.10	0.14	0.10	0.11	0.19
	UNDERSTANDING	0.05	0.05	0.09	0.07	0.11	0.10	0.08	0.08	0.11	0.09	0.10	0.15
	PARTICIPATING	0.05	0.06	0.08	0.08	0.10	0.09	0.08	0.09	0.10	0.10	0.11	0.14
SUPER EGO	OBEDIENT	0.05	0.06	0.11	0.08	0.13	0.12	0.09	0.10	0.14	0.10	0.11	0.19
	CONFORMING	0.11	0.13	0.18	0.17	0.23	0.21	0.17	0.19	0.23	0.20	0.21	0.30
	DEMANDING	0.06	0.08	0.10	0.10	0.13	0.12	0.11	0.12	0.14	0.12	0.13	0.18
	BLAMING	0.06	0.07	0.10	0.09	0.12	0.12	0.09	0.10	0.13	0.12	0.12	0.15
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 18B

STANDARD ERRORS FOR CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER - ME AS A TEACHER

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.05	0.06	0.09	0.08	0.10	0.10
EGO	ACTIVE	0.07	0.09	0.13	0.12	0.16	0.14
	PERCEPTIVE	0.04	0.04	0.07	0.06	0.08	0.08
EGO IDEAL	INDIVIDUALISTIC	0.11	0.12	0.16	0.16	0.20	0.20
	CONTROLLED	0.08	0.09	0.13	0.13	0.16	0.15
	INSPIRING	0.05	0.05	0.10	0.07	0.12	0.11
HAVE	HAPPY	0.05	0.05	0.09	0.07	0.11	0.10
ID	RELAXED	0.08	0.09	0.13	0.13	0.16	0.15
	IMPULSIVE	0.05	0.06	0.12	0.08	0.13	0.13
	UNDERSTANDING	0.05	0.07	0.11	0.08	0.13	0.13
	PARTICIPATING	0.05	0.07	0.07	0.08	0.10	0.09
SUPER EGO	OBEDIENT	0.05	0.06	0.12	0.08	0.13	0.13
	CONFORMING	0.11	0.12	0.16	0.16	0.20	0.20
	DEMANDING	0.06	0.08	0.11	0.10	0.13	0.12
	BLAMING	0.05	0.07	0.11	0.09	0.13	0.12
SAMPLE SIZES		254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 19B

STANDARD ERRORS FOR MEANS AND TIME CHANGES BETWEEN MEANS

MYSELF

STANDARD ERRORS FOR		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.06	0.08	0.12	0.06	0.07	0.11	0.06	0.05	0.11	0.06	0.07	0.12
EGO	ACTIVE	0.08	0.10	0.15	0.06	0.06	0.10	0.06	0.06	0.10	0.07	0.09	0.15
	PERCEPTIVE	0.04	0.05	0.08	0.04	0.05	0.08	0.04	0.04	0.07	0.04	0.05	0.08
EGO IDEAL	INDIVIDUALISTIC	0.09	0.11	0.16	0.09	0.09	0.10	0.07	0.09	0.12	0.09	0.11	0.17
	CONTROLLED	0.06	0.06	0.12	0.05	0.07	0.11	0.06	0.08	0.10	0.06	0.07	0.12
HAVE	HAPPY	0.05	0.06	0.11	0.04	0.05	0.06	0.04	0.04	0.08	0.05	0.05	0.11
ID	RELAXED	0.06	0.06	0.12	0.05	0.07	0.11	0.06	0.08	0.10	0.06	0.07	0.12
	IMPULSIVE	0.04	0.05	0.09	0.04	0.06	0.09	0.04	0.05	0.09	0.05	0.06	0.11
SUPER EGO	OBEDIENT	0.04	0.05	0.09	0.04	0.06	0.09	0.04	0.05	0.09	0.05	0.06	0.11
	CONFORMING	0.09	0.11	0.16	0.09	0.09	0.10	0.07	0.09	0.12	0.09	0.11	0.17
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 20B

STANDARD ERRORS FOR MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER

STANDARD ERRORS FOR		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.05	0.05	0.09	0.05	0.06	0.09	0.05	0.08	0.10	0.06	0.07	0.14
EGO	ACTIVE	0.06	0.07	0.10	0.05	0.08	0.08	0.05	0.07	0.09	0.05	0.07	0.13
	PERCEPTIVE	0.04	0.04	0.07	0.04	0.04	0.07	0.04	0.05	0.08	0.05	0.05	0.10
EGO	INDIVIDUALISTIC	0.10	0.13	0.16	0.09	0.11	0.12	0.08	0.11	0.13	0.10	0.12	0.17
IDEAL	CONTROLLED	0.06	0.08	0.11	0.06	0.09	0.13	0.06	0.09	0.12	0.07	0.08	0.13
	INSPIRING	0.05	0.05	0.08	0.05	0.05	0.08	0.05	0.07	0.08	0.05	0.06	0.12
HAVE	HAPPY	0.03	0.04	0.09	0.04	0.05	0.08	0.04	0.06	0.09	0.05	0.06	0.12
ID	RELAXED	0.06	0.08	0.11	0.06	0.09	0.13	0.06	0.09	0.12	0.07	0.08	0.13
	IMPULSIVE	0.03	0.04	0.07	0.03	0.04	0.07	0.04	0.05	0.06	0.05	0.06	0.08
	UNDERSTANDING	0.04	0.05	0.07	0.04	0.06	0.07	0.04	0.06	0.09	0.04	0.05	0.10
	PARTICIPATING	0.04	0.06	0.07	0.05	0.06	0.08	0.05	0.07	0.09	0.04	0.06	0.09
SUPER	OBEDIENT	0.03	0.04	0.07	0.03	0.04	0.07	0.04	0.05	0.06	0.05	0.06	0.08
EGO	CONFORMING	0.10	0.13	0.16	0.09	0.11	0.12	0.08	0.11	0.13	0.10	0.12	0.17
	DEMANDING	0.06	0.07	0.10	0.07	0.08	0.12	0.07	0.09	0.13	0.06	0.07	0.12
	BLAMING	0.05	0.06	0.08	0.05	0.07	0.08	0.05	0.08	0.10	0.05	0.08	0.12
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 21B

STANDARD ERRORS FOR
CONCEPT DIFFERENCES AT EACH TIME OF TESTING

ME AS A TEACHER - MYSELF

STANDARD ERRORS FOR		DIFFERENCES AT TIME 1			DIFFERENCES AT TIME 2			DIFFERENCES AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.05	0.07	0.12	0.05	0.05	0.13	0.05	0.06	0.13
EGO	ACTIVE	0.06	0.08	0.12	0.06	0.06	0.12	0.06	0.07	0.11
	PERCEPTIVE	0.04	0.04	0.08	0.03	0.04	0.07	0.03	0.05	0.09
EGO	INDIVIDUALISTIC	0.07	0.09	0.12	0.07	0.08	0.13	0.07	0.08	0.11
IDEAL	CONTROLLED	0.06	0.07	0.12	0.05	0.07	0.11	0.06	0.07	0.12
HAVE	HAPPY	0.04	0.05	0.09	0.04	0.04	0.10	0.04	0.06	0.08
ID	RELAXED	0.06	0.07	0.12	0.05	0.07	0.11	0.06	0.07	0.12
	IMPULSIVE	0.03	0.05	0.09	0.03	0.04	0.08	0.04	0.05	0.08
SUPER	OBEDIENT	0.03	0.05	0.09	0.03	0.04	0.08	0.04	0.05	0.08
EGO	CONFORMING	0.07	0.09	0.12	0.07	0.08	0.13	0.07	0.08	0.11
SAMPLE SIZES		254	166	88						

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

APPENDIX C

INDIVIDUAL ITEM RATINGS FOR SCORES IN TABLES 10 THROUGH 20

Note:

In these tables the rows labeled

hard/soft
cool/warm
tight/loose

should have their signs reversed

[illegible]

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
MOTHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.53	2.54	2.40	-0.01	0.14	0.13	0.01	0.01	-0.12	-0.09	-0.06	-0.36
HAPPY/SAD	1.85	1.79	1.27	0.06	0.52*	0.58**	0.30*	0.25	-0.28	-0.47*	-0.32	0.01
GOOD/BAD	2.65	2.62	2.60	0.03	0.02	0.05	0.06	0.04	0.02	-0.04	-0.16	-0.22
FAMILIAR/STRANGE	1.99	2.01	1.80	-0.02	0.21	0.19	0.12	0.14	-0.07	-0.33	-0.30	-0.32
CHEERFUL/SOLEMN	2.05	2.08	1.98	-0.03	0.10	0.08	0.10	0.13	0.02	-0.50**	-0.51**	-0.50*
LOUD/QUIET	-0.34	-0.28	-0.09	-0.05	-0.19	-0.24	0.12	0.17	0.36	-0.44*	-0.37	-0.11
RESPONSIVE/RESERVED	1.13	1.25	1.17	-0.11	0.08	-0.04	0.26	0.38	0.30	-0.57*	-0.71*	0.05
FORCEFUL/RETIRING	0.98	0.89	0.84	0.10	0.05	0.15	0.17	0.07	0.02	-0.23	-0.39	-0.08
ACTIVE/PASSIVE	1.81	1.49	1.26	0.32	0.23	0.55*	0.23	-0.09	-0.32	-0.30	-0.32	0.36
SMOOTH/BOUNCY	0.19	0.24	0.31	-0.05	-0.07	-0.12	-0.37	-0.31	-0.25	0.13	0.41	-0.15
STABLE/IMPULSIVE	1.26	1.25	0.76	0.01	0.49	0.50	0.20	0.19	-0.30	-0.18	-0.38	-0.31
CLEAR/VAGUE	1.70	1.59	1.34	0.11	0.24	0.35	0.14	0.03	-0.21	-0.25	-0.17	-0.03
SURE/SHIFTING	1.83	1.72	1.38	0.11	0.33	0.44*	0.18	0.07	-0.26	-0.20	-0.20	-0.00
STRONG/WEAK	1.61	1.56	1.19	0.05	0.38	0.42*	0.15	0.10	-0.28	-0.09	-0.01	0.01
BRIGHT/DULL	2.20	2.04	1.88	0.16	0.16	0.32*	0.14	-0.02	-0.18	-0.06	-0.38*	0.10
DEEP/SHALLOW	1.79	1.59	1.63	0.20	-0.04	0.16	0.13	-0.07	-0.03	-0.19	-0.16	-0.47
SHARP/BLURRY	1.90	1.78	1.53	0.11	0.25	0.37*	0.13	0.01	-0.24	-0.28	-0.29	-0.25
FULL/EMPTY	1.94	1.92	1.93	0.02	-0.01	0.01	-0.04	-0.07	-0.06	-0.01	-0.20	-0.32
SOFT/HARD	1.80	1.67	1.64	0.13	0.02	0.15	0.03	-0.10	-0.13	-0.32	-0.45*	-0.06
WARM/COOL	2.25	2.25	2.11	-0.00	0.14	0.13	-0.13	-0.13	-0.27	-0.32	-0.38*	-0.37
LOOSE/TIGHT	0.07	0.12	-0.03	-0.04	0.15	0.11	-0.27	-0.23	-0.38	-0.56*	-0.19	-0.01
FEMININE/MASCULINE	2.63	2.60	2.48	0.03	0.12	0.15	0.15	0.13	0.00	-0.10	-0.10	-0.20
FANCY/PLAIN	-0.19	-0.36	-0.40	0.17	0.04	0.21	0.36*	0.19	0.15	-0.30	-0.31	-0.06
ELEGANT/ORDINARY	0.14	-0.24	-0.03	0.38	-0.21	0.18	0.43*	0.05	0.26	-0.62**	-0.25	-0.61
NEAT/SLOPPY	2.32	2.35	2.10	-0.03	0.24	0.21	0.05	0.08	-0.16	-0.19	-0.28	-0.34
CLEAN/DIRTY	2.67	2.63	2.61	0.05	0.02	0.06	0.13	0.09	0.07	-0.09	-0.10	-0.21
SAMPLE SIZES	254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE IIC

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
FATHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.49	2.18	1.88	0.30**	0.30	0.60***	0.55***	0.25	-0.05	-0.54***	-0.15	0.46*
HAPPY/SAD	1.79	1.75	1.09	0.03	0.66**	0.69***	0.29	0.26	-0.40	-0.27	-0.09	-0.07
GOOD/BAD	2.50	2.43	1.98	0.08	0.45*	0.53**	0.26*	0.18	-0.27	-0.23	-0.29	0.40
FAMILIAR/STRANGE	1.77	1.69	0.94	0.08	0.75**	0.83***	0.38*	0.30	-0.45	-0.64**	-0.27	0.52
CHEERFUL/SOLEMN	1.64	1.33	0.99	0.30	0.35	0.65**	0.25	-0.05	-0.40	-0.36	0.28	0.33
LOUD/QUIET	-0.03	-0.30	-0.27	0.27	-0.03	0.24	0.18	-0.09	-0.05	-0.41	0.02	-0.39
RESPONSIVE/RESERVED	0.54	0.30	-0.19	0.24	0.48	0.73*	0.15	-0.09	-0.57	-0.39	-0.09	0.55
FORCEFUL/RETIRING	1.37	1.15	1.19	0.22	-0.03	0.18	-0.04	-0.26	-0.23	-0.23	0.07	-0.31
ACTIVE/PASSIVE	1.73	1.30	1.35	0.42*	-0.05	0.37	0.25	-0.17	-0.12	-0.56*	0.28	0.13
SMOOTH/BOUNCY	0.70	1.01	0.57	-0.32	0.44	0.13	-0.19	0.13	-0.31	0.48*	-0.05	0.43
STABLE/IMPULSIVE	1.94	1.64	1.37	0.30	0.27	0.56*	0.73***	0.43	0.17	-0.54*	0.11	0.26
CLEAR/VAGUE	1.86	1.78	1.42	0.08	0.36	0.44*	0.43*	0.35	-0.01	-0.11	-0.38	0.10
SURE/SHIFTING	2.24	2.04	1.65	0.19	0.39	0.59**	0.35*	0.15	-0.24	-0.13	-0.23	0.14
STRONG/WEAK	2.21	2.07	1.89	0.14	0.17	0.31	0.07	-0.07	-0.24	-0.40*	0.06	-0.13
BRIGHT/DULL	2.24	2.16	1.86	0.08	0.30	0.38*	0.21	0.13	-0.17	-0.20	-0.25	0.04
DEEP/SHALLOW	1.95	1.56	1.49	0.39**	0.07	0.46**	0.34*	-0.05	-0.12	-0.13	0.14	0.05
SHARP/BLURRY	2.05	1.95	1.88	0.10	0.07	0.16	0.27	0.18	0.11	-0.08	-0.25	-0.20
FULL/EMPTY	2.07	1.71	1.39	0.35**	0.32	0.67***	0.44***	0.09	-0.23	-0.10	0.13	0.19
SOFT/HARD	0.91	0.54	0.31	0.37	0.23	0.60*	0.55**	0.18	-0.05	-0.51*	0.02	0.23
WARM/COOL	1.71	1.57	0.84	0.14	0.74**	0.87***	0.37*	0.24	-0.50	-0.36	0.01	0.72*
LOOSE/TIGHT	0.16	0.12	-0.27	0.05	0.39	0.44	0.12	0.07	-0.32	-0.38	0.10	0.36
FEMININE/MASCULINE	-2.79	-2.76	-2.70	-0.03	-0.06	-0.09	-0.06	-0.03	0.03	0.13	-0.05	0.10
FANCY/PLAIN	-0.89	-1.05	-1.12	0.17	0.06	0.23	0.21	0.05	-0.01	-0.68***	-0.30	-0.07
ELEGANT/ORDINARY	-0.23	-0.40	-0.57	0.17	0.17	0.34	0.30	0.12	-0.04	-0.55*	-0.24	-0.53
NEAT/SLOPPY	2.01	1.93	1.72	0.08	0.21	0.29	0.18	0.10	-0.11	-0.56**	-0.38*	-0.32
CLEAN/DIRTY	2.50	2.37	2.08	0.13	0.29	0.42**	0.03	-0.10	-0.39*	-0.20	-0.10	0.26
SAMPLE SIZES	254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 12C

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
MYSELF

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.19	2.20	1.91	-0.01	0.29*	0.28*	0.16	0.17	-0.12	-0.16	-0.34**	0.13
HAPPY/SAD	2.09	2.13	1.71	-0.04	0.42*	0.38*	0.39**	0.42**	0.00	-0.21	-0.13	0.33
GOOD/BAD	2.12	2.07	1.94	0.05	0.12	0.18	0.31**	0.26*	0.13	-0.09	-0.19	-0.08
FAMILIAR/STRANGE	1.45	1.53	0.66	-0.08	0.87***	0.79***	0.60***	0.67***	-0.19	-0.42*	-0.54**	0.50
CHEERFUL/SOLEMN	2.17	2.23	1.65	-0.06	0.58***	0.52**	0.61***	0.68***	0.10	-0.46**	-0.22	0.46*
LOUD/QUIET	-0.23	-0.29	-0.18	0.05	-0.10	-0.05	-0.23	-0.28	-0.17	-0.18	-0.14	-0.25
RESPONSIVE/RESERVED	0.64	0.63	0.16	0.01	0.47	0.48	0.19	0.18	-0.29	-0.32	-0.30	0.92*
FORCEFUL/RETIRING	0.69	0.90	0.71	-0.20	0.18	-0.02	0.06	0.26	0.08	-0.25	-0.32	0.37
ACTIVE/PASSIVE	1.76	1.91	1.44	-0.15	0.47*	0.32	0.24	0.39*	-0.08	-0.34	-0.34*	0.48*
SMOOTH/BOUNCY	-0.12	-0.26	-0.11	0.15	-0.15	-0.00	0.23	0.08	0.23	0.32	0.34	-0.10
STABLE/IMPULSIVE	0.79	0.75	0.32	0.04	0.43	0.47*	0.80***	0.76***	0.33	-0.08	-0.15	-0.28
CLEAR/VAGUE	1.59	1.83	1.36	-0.24	0.48**	0.23	0.35*	0.59***	0.11	-0.10	-0.36*	-0.07
SURE/SHIFTING	1.39	1.54	1.11	-0.15	0.42	0.27	0.63***	0.78***	0.36	-0.03	-0.24	-0.06
STRONG/WEAK	1.47	1.52	1.42	-0.05	0.10	0.05	0.27	0.32*	0.22	-0.09	-0.12	-0.24
BRIGHT/DULL	2.04	2.01	1.95	0.04	0.05	0.09	0.29**	0.25*	0.20	-0.24*	-0.24*	0.02
DEEP/SHALLOW	1.78	1.74	1.79	0.05	-0.06	-0.01	0.18	0.13	0.19	0.07	0.03	0.04
SHARP/BLURRY	1.62	1.80	1.49	-0.18	0.31*	0.13	0.07	0.25*	-0.06	-0.05	-0.28*	-0.04
FULL/EMPTY	1.92	1.89	1.81	0.03	0.08	0.11	0.28**	0.25*	0.18	-0.07	-0.00	0.16
SOFT/HARD	1.81	1.62	1.15	0.19	0.47*	0.66***	0.24	0.05	-0.42	-0.46**	-0.51**	0.40
WARM/COOL	2.04	2.09	1.52	-0.05	0.57***	0.52**	0.06	0.11	-0.46**	-0.19	-0.48**	0.38
LOOSE/TIGHT	0.18	0.16	-0.33	0.02	0.49*	0.51*	-0.24	-0.26	-0.75**	-0.59**	-0.01	0.54
FEMININE/MASCULINE	2.54	2.49	2.41	0.05	0.08	0.13	0.14	0.09	0.01	-0.30*	-0.11	-0.09
FANCY/PLAIN	-0.27	-0.32	-0.51	0.04	0.19	0.24	0.28	0.24	0.04	-0.37	-0.30	-0.12
ELEGANT/ORDINARY	-0.40	-0.76	-0.27	0.35*	-0.48*	-0.13	0.42*	0.07	0.55*	-0.65**	-0.16	-0.42
NEAT/SLOPPY	2.11	2.14	1.79	-0.03	0.34*	0.32*	0.51***	0.54***	0.19	-0.35*	-0.31*	-0.05
CLEAN/DIRTY	2.70	2.64	2.61	0.06	0.03	0.09	0.24**	0.18*	0.15	-0.17*	-0.11	-0.14
SAMPLE SIZES	254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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TABLE 13C

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
ME AS A TEACHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.44	2.35	1.99	0.10	0.36**	0.46***	0.51***	0.41***	0.06	-0.46***	-0.59***	-0.05
HAPPY/SAD	2.45	2.38	2.04	0.06	0.35**	0.41***	0.47***	0.41***	0.06	-0.29*	-0.23*	0.08
GOOD/BAD	2.43	2.43	2.26	-0.00	0.17	0.16	0.39***	0.40***	0.23	-0.13	-0.35***	-0.21
FAMILIAR/STRANGE	2.05	1.97	1.38	0.07	0.59***	0.66***	0.78***	0.71***	0.11	-0.27*	-0.46**	0.06
CHEERFUL/SOLEMN	2.50	2.56	2.16	-0.06	0.40***	0.34**	0.45***	0.51***	0.11	-0.21	-0.52***	0.11
LOUD/QUIET	-0.05	-0.10	0.22	0.06	-0.33	-0.27	0.02	-0.04	0.29	-0.06	-0.05	-0.36
RESPONSIVE/RESERVED	1.57	1.43	1.70	0.14	-0.27	-0.13	0.43*	0.29	0.56*	0.12	-0.11	-0.14
FORCEFUL/RETIRING	1.47	1.55	1.67	-0.08	-0.12	-0.20	0.01	0.09	0.22	-0.08	-0.00	-0.33
ACTIVE/PASSIVE	2.16	2.35	2.20	-0.19*	0.15	-0.04	0.19	0.38**	0.23	-0.14	-0.24*	-0.38
SMOOTH/BOUNCY	0.	-0.01	0.19	0.01	-0.20	-0.19	-0.25	-0.26	-0.06	0.17	0.24	-0.19
STABLE/IMPULSIVE	1.32	1.26	1.16	0.06	0.09	0.15	0.73***	0.67**	0.58*	-0.24	-0.35	-0.64*
CLEAR/VAGUE	2.23	2.38	2.27	-0.16	0.12	-0.04	0.23	0.39**	0.27	-0.15	-0.51***	-0.57*
SURE/SHIFTING	1.95	2.12	1.94	-0.17	0.18	0.01	0.41**	0.57***	0.40*	-0.01	-0.42**	-0.72**
STRONG/WEAK	1.93	1.93	1.87	0.00	0.05	0.06	0.13	0.13	0.08	0.08	-0.26	-0.35
BRIGHT/DULL	2.27	2.18	2.15	0.09	0.03	0.11	0.29**	0.20*	0.17	-0.12	-0.22*	-0.17
DEEP/SHALLOW	1.96	1.93	2.02	0.03	-0.09	-0.06	0.14	0.11	0.20	-0.08	-0.16	-0.16
SHARP/BLURRY	1.90	2.12	2.07	-0.22*	0.05	-0.17	0.06	0.28*	0.22	0.12	-0.38**	-0.69**
FULL/EMPTY	2.21	2.17	2.19	0.05	-0.03	0.02	0.35***	0.31**	0.33**	-0.11	-0.23*	-0.15
SOFT/HARD	1.12	0.66	0.14	0.47**	0.52*	0.98***	0.68***	0.21	-0.30	-0.28	-0.60*	0.74*
WARM/COOL	2.35	2.26	1.78	0.09	0.48**	0.57***	0.71***	0.62***	0.14	-0.11	-0.56***	0.04
LOOSE/TIGHT	0.33	-0.09	-0.29	0.42*	0.20	0.62**	0.28	-0.14	-0.33	-0.60**	-0.03	0.43
FEMININE/MASCULINE	2.64	2.55	2.49	0.09	0.06	0.15	0.20**	0.10	0.05	-0.35**	-0.23*	-0.25
FANCY/PLAIN	-0.32	-0.37	-0.36	0.05	-0.01	0.04	0.37*	0.31	0.32	-0.21	-0.26	-0.40
ELEGANT/ORDINARY	-0.13	-0.20	0.02	0.07	-0.22	-0.15	0.55**	0.48*	0.70**	-0.42	-0.52*	-0.62*
NEAT/SLOPPY	2.55	2.59	2.42	-0.04	0.16	0.12	0.22*	0.26**	0.09	-0.26*	-0.46***	-0.46*
CLEAN/DIRTY	2.70	2.70	2.67	0.00	0.02	0.03	0.11	0.10	0.08	-0.16*	-0.24**	-0.23*
SAMPLE SIZES	254	166	88					N = 153		102	94	50

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
INSPIRES US/DOESNT IN	2.31	2.42	2.14	-0.11	0.28	0.17	0.47***	0.57***	0.30	-0.13	-0.75***	-0.61*
TEACHES US A LOT/DOES	2.18	2.21	2.32	-0.03	-0.11	-0.14	0.27*	0.30*	0.41**	-0.12	-0.36**	-0.66***
MAKES US WANT TO LEAR	2.53	2.51	2.45	0.02	0.05	0.07	0.21*	0.19*	0.14	-0.21*	-0.56***	-0.59***
KNOWS WHICH STUDENTS	2.29	2.32	2.05	-0.03	0.28*	0.24*	0.38**	0.41***	0.13	-0.06	-0.24	0.11
ALWAYS KNOWS WHAT MIX	1.58	1.51	1.51	0.06	0.00	0.07	0.36*	0.29	0.29	-0.01	-0.37*	-0.33
KNOWS IF WE ARE TRYIN	2.47	2.54	2.33	-0.07	0.21	0.14	0.44***	0.52***	0.31*	0.00	-0.52***	-0.27
KNOWS WHAT WORRIES US	1.86	1.84	1.75	0.01	0.10	0.11	0.38*	0.37*	0.27	-0.09	-0.25	-0.51
STICKS UP FOR US WITH	1.75	1.71	1.52	0.04	0.19	0.23	0.00	-0.04	-0.23	-0.26	-0.25	0.02
ALWAYS THINKS WE DO W	1.90	1.90	1.72	0.	0.18	0.18	0.35***	0.35**	0.17	-0.11	-0.26*	-0.20
HELPS US TOO MUCH/NEV	1.09	1.06	0.97	0.03	0.09	0.12	-0.08	-0.11	-0.21	-0.27*	-0.41**	-0.07
ACTS YOUNG/ACTS OLD	1.48	1.40	1.31	0.08	0.09	0.17	0.14	0.06	-0.03	0.07	0.17	-0.05
MAKES SCHOOL FUN/MAKE	2.41	2.31	2.23	0.09	0.08	0.18	0.31***	0.22*	0.13	-0.18	-0.46***	-0.79***
ALWAYS LOOKING FOR TR	-0.98	-0.99	-0.87	0.01	-0.12	-0.10	-0.22	-0.23	-0.11	0.40*	0.40	0.23
DISLIKES US/LIKES US	-2.75	-2.79	-2.61	0.05	-0.19*	-0.14	-0.32***	-0.36***	-0.18	0.03	0.17*	-0.03
OFTEN MAKES STUDENTS	-2.10	-2.16	-2.03	0.06	-0.13	-0.07	-0.22	-0.29*	-0.16	0.62***	1.12***	1.05***
MAKES US KEEP QUIET/L	0.52	1.19	1.34	-0.67***	-0.16	-0.83***	-1.04***	-0.37*	-0.22	0.72***	-0.09	-0.59
HAS TOO MANY RULES/HA	0.29	0.48	0.20	-0.18	0.27	0.09	0.03	0.22	-0.05	-0.05	-0.09	-0.34
MAKES THE WORK TOO HA	0.83	0.99	1.36	-0.16	-0.37**	-0.53***	-0.03	0.13	0.50***	-0.10	-0.11	-0.78***
SAMPLE SIZES	254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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TABLE 14C

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
ME AS A TEACHER - MYSELF

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	0.24***	0.15*	0.08	0.09	0.07	0.16
HAPPY/SAD	0.36***	0.24**	0.34**	0.13	-0.11	0.02
GOOD/BAD	0.28***	0.38***	0.28**	-0.09	0.09	0.00
FAMILIAR/STRANGE	0.58***	0.43***	0.73***	0.15	-0.30	-0.14
CHEERFUL/SOLEMN	0.33***	0.33***	0.53***	0.00	-0.20	-0.20
LOUD/QUIET	0.21*	0.20	0.35*	0.01	-0.16	-0.15
RESPONSIVE/RESERVED	0.91***	0.81***	1.51***	0.10	-0.70**	-0.60*
FORCEFUL/RETIRING	0.76***	0.65***	0.92***	0.12	-0.27	-0.15
ACTIVE/PASSIVE	0.40***	0.43***	0.78***	-0.04	-0.34	-0.38*
SMOOTH/BOUNCY	0.08	0.22	0.38*	-0.14	-0.15	-0.29
STABLE/IMPULSIVE	0.49***	0.47***	0.87***	0.02	-0.40	-0.38
CLEAR/VAGUE	0.62***	0.51***	0.91***	0.11	-0.40*	-0.28
SURE/SHIFTING	0.55***	0.57***	0.83***	-0.02	-0.27	-0.29
STRONG/WEAK	0.43***	0.38***	0.43**	0.05	-0.05	-0.00
BRIGHT/DULL	0.22***	0.18**	0.19*	0.04	-0.01	0.03
DEEP/SHALLOW	0.19**	0.20**	0.20	-0.02	0.00	-0.01
SHARP/BLURRY	0.28***	0.31***	0.59***	-0.03	-0.29	-0.32*
FULL/EMPTY	0.29***	0.28***	0.37**	0.01	-0.10	-0.09
SOFT/HARD	-0.69***	-0.96***	-0.99***	0.26	0.03	0.29
WARM/COOL	0.30***	0.17*	0.27*	0.14	-0.10	0.04
LOOSE/TIGHT	0.17	-0.25	0.05	0.42*	-0.30	0.12
FEMININE/MASCULINE	0.10**	0.08	0.05	0.02	0.03	0.06
FANCY/PLAIN	-0.05	-0.09	0.16	0.03	-0.25	-0.22
ELEGANT/ORDINARY	0.28**	0.53***	0.30	-0.25	0.23	-0.02
NEAT/SLOPPY	0.42***	0.42***	0.59***	-0.00	-0.17	-0.17
CLEAN/DIRTY	-0.	0.06	0.06	-0.06	0.00	-0.06
SAMPLE SIZES	254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
MOTHER-MYSELF

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	0.34***	0.34***	0.49**	-0.00	-0.15	-0.16
HAPPY/SAD	-0.25**	-0.35**	-0.48**	0.10	0.14	0.24
GOOD/BAD	0.52***	0.59***	0.61***	-0.07	-0.02	-0.09
FAMILIAR/STRANGE	0.52***	0.47***	1.05***	0.04	-0.57*	-0.53*
CHEERFUL/SOLEMN	-0.12	-0.12	0.29	0.00	-0.41	-0.41
LOUD/QUIET	-0.08	-0.01	0.10	-0.06	-0.12	-0.18
RESPONSIVE/RESERVED	0.53***	0.66**	1.05***	-0.13	-0.38	-0.52
FORCEFUL/RETIRING	0.33*	-0.04	0.17	0.37	-0.21	0.16
ACTIVE/PASSIVE	0.06	-0.42**	-0.15	0.47**	-0.26	0.21
SMOOTH/BOUNCY	0.33*	0.47**	0.42	-0.14	0.06	-0.08
STABLE/IMPULSIVE	0.43**	0.45*	0.48	-0.02	-0.02	-0.05
CLEAR/VAGUE	0.09	-0.27	-0.01	0.36	-0.26	0.10
SURE/SHIFTING	0.45***	0.15	0.27	0.29	-0.12	0.18
STRONG/WEAK	0.13	0.01	-0.20	0.12	0.21	0.33
BRIGHT/DULL	0.16*	0.04	-0.06	0.12	0.10	0.22
DEEP/SHALLOW	-0.01	-0.16	-0.15	0.15	-0.01	0.14
SHARP/BLURRY	0.25**	-0.01	0.12	0.27	-0.13	0.14
FULL/EMPTY	0.05	0.06	0.11	-0.01	-0.04	-0.06
SOFT/HARD	-0.02	0.07	0.49*	-0.09	-0.42	-0.52*
WARM/COOL	0.21*	0.19	0.60**	0.01	-0.40	-0.39
LOOSE/TIGHT	-0.06	-0.07	0.23	0.02	-0.30	-0.28
FEMININE/MASCULINE	0.09	0.11*	0.06	-0.02	0.05	0.03
FANCY/PLAIN	0.07	-0.06	0.10	0.13	-0.16	-0.03
ELEGANT/ORDINARY	0.53***	0.45**	0.23	0.08	0.22	0.30
NEAT/SLOPPY	0.19*	0.18	0.31	0.01	-0.13	-0.12
CLEAN/DIRTY	-0.03	-0.02	0.	-0.01	-0.02	-0.03
SAMPLE SIZES	254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 16C

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
FATHER-MYSELF

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	0.29***	-0.01	0.	0.30*	-0.01	0.29
HAPPY/SAD	-0.31**	-0.38**	-0.58**	0.07	0.19	0.26
GOOD/BAD	0.38***	0.38***	0.04	0.01	0.34	0.35
FAMILIAR/STRANGE	0.31**	0.16	0.32	0.15	-0.16	-0.01
CHEERFUL/SOLEMN	-0.53***	-0.91***	-0.65**	0.37*	-0.26	0.11
LOUD/QUIET	0.21	-0.01	-0.02	0.22	0.01	0.23
RESPONSIVE/RESERVED	-0.10	-0.30	-0.33	0.20	0.03	0.23
FORCEFUL/RETIRING	0.69***	0.28	0.48	0.41	-0.20	0.21
ACTIVE/PASSIVE	-0.04	-0.60***	-0.08	0.56**	-0.52	0.05
SMOOTH/BOUNCY	0.83***	1.28***	0.71**	-0.45	0.57	0.12
STABLE/IMPULSIVE	1.12***	0.91***	1.00***	0.22	-0.09	0.12
CLEAR/VAGUE	0.27*	-0.06	0.02	0.32	-0.08	0.24
SURE/SHIFTING	0.85***	0.49***	0.51	0.36*	-0.02	0.34
STRONG/WEAK	0.72***	0.55***	0.51*	0.18	0.03	0.21
BRIGHT/DULL	0.20**	0.14	-0.07	0.06	0.21	0.27
DEEP/SHALLOW	0.16	-0.19	-0.30	0.36*	0.11	0.46*
SHARP/BLURRY	0.46***	0.15	0.39	0.31*	-0.24	0.07
FULL/EMPTY	0.16*	-0.21	-0.40	0.37*	0.20	0.57*
SOFT/HARD	-0.89***	-1.10***	-0.86***	0.20	-0.24	-0.04
WARM/COOL	-0.34**	-0.53***	-0.66**	0.19	0.13	0.32
LOOSE/TIGHT	-0.01	-0.06	0.08	0.05	-0.14	-0.09
FEMININE/MASCULINE	-5.32***	-5.24***	-5.09***	-0.08	-0.15	-0.23
FANCY/PLAIN	-0.62***	-0.69***	-0.55**	0.06	-0.14	-0.08
ELEGANT/ORDINARY	0.19	0.34*	-0.26	-0.15	0.60*	0.44
NEAT/SLOPPY	-0.10	-0.20	-0.06	0.10	-0.14	-0.04
CLEAN/DIRTY	-0.21***	-0.25**	-0.53***	0.04	0.28	0.32
SAMPLE SIZES	254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 17C

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS AT THE FIRST TESTING BEST-LIKED TEACHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.38	2.34	1.85	0.04	0.49**	0.53***	0.14	0.10	-0.39*	-0.07	-0.20	0.25
HAPPY/SAD	2.15	2.30	2.08	-0.15	0.22	0.07	-0.12	0.03	-0.20	0.12	-0.26	-0.10
GOOD/BAD	2.60	2.59	2.45	0.00	0.14	0.14	0.05	0.05	-0.09	-0.09	-0.20*	0.13
FAMILIAR/STRANGE	1.59	1.72	1.30	-0.13	0.42*	0.30	0.00	0.13	-0.29	0.00	-0.29	0.03
CHEERFUL/SOLEMN	2.26	2.13	1.98	0.13	0.15	0.28	0.07	-0.06	-0.21	0.06	-0.17	0.24
LOUD/QUIET	-0.23	-0.12	0.06	-0.11	-0.17	-0.29	-0.13	-0.02	0.16	-0.23	-0.36	-0.62
RESPONSIVE/RESERVED	1.71	1.81	1.79	-0.10	0.01	-0.09	0.49*	0.59**	0.58*	-0.25	-0.54*	0.01
FORCEFUL/RETIRING	1.97	1.94	2.08	0.03	-0.14	-0.11	0.01	-0.02	0.12	-0.30	0.01	-0.16
ACTIVE/PASSIVE	2.51	2.50	2.47	0.01	0.03	0.04	0.10	0.09	0.06	-0.31*	-0.20	-0.15
SMOOTH/BOUNCY	0.48	0.60	0.52	-0.12	0.08	-0.04	-0.33	-0.21	-0.29	0.37	0.38	-0.04
STABLE/IMPULSIVE	1.79	1.80	1.31	-0.01	0.50*	0.48*	0.44*	0.46*	-0.04	-0.04	0.13	0.11
CLEAR/VAGUE	2.56	2.63	2.53	-0.07	0.10	0.03	0.09	0.16	0.06	-0.01	-0.04	0.07
SURE/SHIFTING	2.61	2.55	2.26	0.06	0.29*	0.35**	0.20	0.15	-0.15	-0.01	-0.05	0.26
STRONG/WEAK	2.35	2.32	2.11	0.03	0.20	0.23	0.15	0.12	-0.08	0.20*	0.06	0.28
BRIGHT/DULL	2.71	2.71	2.74	0.00	-0.03	-0.02	0.05	0.04	0.07	-0.03	-0.11	-0.08
DEEP/SHALLOW	2.41	2.36	2.51	0.05	-0.15	-0.10	0.12	0.07	0.22*	-0.19	0.11	0.01
SHARP/BLURRY	2.50	2.57	2.61	-0.07	-0.04	-0.11	-0.05	0.03	0.07	0.03	-0.02	-0.21
FULL/EMPTY	2.43	2.48	2.52	-0.04	-0.04	-0.08	0.10	0.14	0.18	-0.07	-0.08	0.01
SOFT/HARD	0.21	-0.04	-0.34	0.25	0.29	0.55*	-0.13	-0.38	-0.67*	0.15	-0.18	0.52
WARM/COOL	2.26	2.01	1.60	0.25	0.40	0.65**	0.29	0.04	-0.36	-0.26	-0.31	-0.10
LOOSE/TIGHT	-0.03	0.02	-0.15	-0.05	0.17	0.13	-0.10	-0.05	-0.23	-0.07	-0.37	-0.09
FEMININE/MASCULINE	-0.06	0.07	-0.09	-0.13	0.17	0.03	-0.23	-0.10	-0.26	0.16	-0.22	0.49
FANCY/PLAIN	-0.67	-0.59	-0.65	-0.07	0.06	-0.01	0.31	0.38	0.33	-0.29	-0.49*	-0.12
ELEGANT/ORDINARY	0.35	0.28	0.44	0.06	-0.16	-0.09	0.14	0.08	0.24	-0.43	-0.43	-0.52
NEAT/SLOPPY	2.28	2.31	1.96	-0.03	0.34	0.31	0.01	0.04	-0.31	0.06	-0.12	-0.00
CLEAN/DIRTY	2.63	2.60	2.55	0.03	0.05	0.08	0.04	0.01	-0.04	-0.01	-0.03	-0.15
SAMPLE SIZES	254	166	88					N = 153		102	94	50

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
							NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
INSPIRES US/DOESNT IN	2.76	2.78	2.74	-0.02	0.04	0.02	0.22*	0.24*	0.20	-0.08	-0.00	-0.06
TEACHES US A LOT/DOES	2.67	2.67	2.62	-0.00	0.05	0.05	0.14	0.14	0.09	0.05	-0.09	0.00
MAKES US WANT TO LEAR	2.77	2.77	2.73	-0.00	0.04	0.04	0.13	0.13	0.09	-0.05	-0.30*	-0.13
KNOWS WHICH STUDENTS	2.03	1.80	1.78	0.24	0.02	0.25	0.21	-0.02	-0.04	-0.31	-0.16	-0.09
ALWAYS KNOWS WHAT MIX	2.05	1.91	1.76	0.14	0.15	0.29*	0.14	-0.01	-0.16	-0.16	-0.27	-0.06
KNOWS IF WE ARE TRYIN	2.56	2.59	2.37	-0.03	0.22	0.19	-0.06	-0.03	-0.25*	-0.02	-0.30*	0.05
KNOWS WHAT WORRIES US	2.03	2.09	1.72	-0.06	0.37*	0.31	0.06	0.12	-0.25	-0.35*	-0.28	-0.08
STICKS UP FOR US WITH	1.83	1.79	1.65	0.04	0.14	0.18	0.11	0.07	-0.07	-0.31	-0.17	-0.16
ALWAYS THINKS WE DO W	1.93	1.96	1.85	-0.03	0.11	0.08	-0.02	0.01	-0.10	0.05	-0.06	-0.05
HELPS US TOO MUCH/NEV	0.84	0.89	0.88	-0.05	0.01	-0.04	-0.15	-0.10	-0.11	-0.09	-0.26	-0.26
ACTS YOUNG/ACTS OLD	0.82	1.02	0.83	-0.20	0.19	-0.02	-0.10	0.10	-0.09	0.13	-0.12	-0.31
MAKES SCHOOL FUN/MAKE	2.54	2.63	2.69	-0.09	-0.05	-0.14	-0.00	0.09	0.14	0.08	-0.17*	-0.39**
ALWAYS LOOKING FOR TR	-1.50	-1.48	-1.06	-0.02	-0.43	-0.45*	-0.11	-0.09	0.33	0.35	0.34	-0.02
DISLIKES US/LIKES US	-2.79	-2.77	-2.70	-0.02	-0.07	-0.10	-0.17*	-0.15	-0.08	0.13	0.20	0.08
OFTEN MAKES STUDENTS	-1.67	-1.82	-1.40	0.14	-0.42	-0.28	-0.11	-0.25	0.17	-0.09	0.52*	-0.38
MAKES US KEEP QUIET/L	0.68	1.15	1.07	-0.46**	0.08	-0.39	-0.38*	0.08	0.00	0.79***	0.04	-0.11
HAS TOO MANY RULES/HA	-0.03	-0.17	-0.30	0.14	0.13	0.27	0.28	0.14	0.01	-0.14	-0.26	0.04
MAKES THE WORK TOO HA	1.25	1.25	1.46	0.	-0.21	-0.21	0.19	0.19	0.40**	-0.22	-0.09	-0.33
SAMPLE SIZES	254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 18C

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
BEST-LIKED TEACHER - ME AS A TEACHER

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	-0.06	-0.02	-0.18	-0.04	0.15	0.11
HAPPY/SAD	-0.30***	-0.10	-0.	-0.20	-0.10	-0.30*
GOOD/BAD	0.17***	0.14**	0.18*	0.02	-0.04	-0.02
FAMILIAR/STRANGE	-0.47***	-0.28**	-0.09	-0.19	-0.18	-0.37
CHEERFUL/SOLEMN	-0.25**	-0.43***	-0.19	0.17	-0.23	-0.06
LOUD/QUIET	-0.19	-0.02	-0.15	-0.16	0.13	-0.03
RESPONSIVE/RESERVED	0.13	0.33	0.09	-0.19	0.23	0.04
FORCEFUL/RETIRING	0.49***	0.37**	0.41**	0.12	-0.04	0.08
ACTIVE/PASSIVE	0.35***	0.14	0.29**	0.21	-0.15	0.06
SMOOTH/BOUNCY	0.44**	0.64***	0.35	-0.20	0.29	0.09
STABLE/IMPULSIVE	0.47***	0.60***	0.17	-0.13	0.43	0.31
CLEAR/VAGUE	0.34***	0.27***	0.27**	0.07	-0.00	0.07
SURE/SHIFTING	0.64***	0.41***	0.32*	0.24*	0.09	0.32*
STRONG/WEAK	0.41***	0.39***	0.23*	0.03	0.15	0.18
BRIGHT/DULL	0.45***	0.52***	0.60***	-0.07	-0.08	-0.15
DEEP/SHALLOW	0.44***	0.42***	0.48***	0.02	-0.06	-0.04
SHARP/BLURRY	0.58***	0.45***	0.51***	0.13	-0.06	0.07
FULL/EMPTY	0.22***	0.30***	0.32**	-0.08	-0.02	-0.10
SOFT/HARD	-0.89***	-0.75***	-0.51**	-0.14	-0.24	-0.37
WARM/COOL	-0.10	-0.27*	-0.20	0.17	-0.06	0.10
LOOSE/TIGHT	-0.38**	0.04	0.15	-0.41*	-0.11	-0.52*
FEMININE/MASCULINE	-2.66***	-2.46***	-2.57***	-0.20	0.10	-0.10
FANCY/PLAIN	-0.35**	-0.22	-0.27	-0.13	0.05	-0.08
ELEGANT/ORDINARY	0.48***	0.48**	0.45*	0.	0.03	0.03
NEAT/SLOPPY	-0.28***	-0.27**	-0.51**	-0.00	0.23	0.23
CLEAN/DIRTY	-0.07	-0.11	-0.12	0.03	0.01	0.04
SAMPLE SIZES	254	166	88			

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER - ME AS A TEACHER

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
INSPIRES US/DOESNT INSPI	0.47***	0.35***	0.62***	0.12	-0.27	-0.15
TEACHES US A LOT/DOESNT	0.48***	0.45***	0.31**	0.03	0.14	0.17
MAKES US WANT TO LEARN/M	0.24***	0.25***	0.29**	-0.01	-0.04	-0.05
KNOWS WHICH STUDENTS LIK	-0.27***	-0.54***	-0.27	0.27	-0.27	-0.00
ALWAYS KNOWS WHAT MIXES	0.48***	0.38***	0.26	0.09	0.13	0.22
KNOWS IF WE ARE TRYING/D	0.09	0.05	0.05	0.04	0.00	0.04
KNOWS WHAT WORRIES US/DO	0.19	0.27*	-0.03	-0.08	0.31	0.22
STICKS UP FOR US WITH TH	0.09	0.08	0.12	0.01	-0.04	-0.03
ALWAYS THINKS WE DO WELL	0.01	0.04	0.11	-0.03	-0.07	-0.10
HELPS US TOO MUCH/NEVER	-0.26**	-0.20	-0.09	-0.06	-0.11	-0.17
ACTS YOUNG/ACTS OLD	-0.66***	-0.40**	-0.46**	-0.26	0.06	-0.20
MAKES SCHOOL FUN/MAKES S	0.14*	0.32***	0.45***	-0.18	-0.13	-0.31**
ALWAYS LOOKING FOR TROUB	-0.54***	-0.51***	-0.19	-0.03	-0.32	-0.35
DISLIKES US/LIKES US	-0.05	0.02	-0.09	-0.08	0.12	0.04
OFTEN MAKES STUDENTS LOO	0.43***	0.35**	0.65**	0.08	-0.30	-0.22
MAKES US KEEP QUIET/LETS	0.16	-0.06	-0.29	0.23	0.22	0.45*
HAS TOO MANY RULES/HAS H	-0.33***	-0.65***	-0.48*	0.32	-0.17	0.14
MAKES THE WORK TOO HARD/	0.43***	0.26**	0.12	0.17	0.15	0.31*
SAMPLE SIZES	254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 19C

MEANS AND TIME CHANGES BETWEEN MEANS
MYSELF

	MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
KIND/MEAN	2.19	2.20	1.91	0.10	-0.03	0.04	-0.18**	-0.22***	-0.15	2.11	1.95	1.81
HAPPY/SAD	2.09	2.13	1.71	0.09	0.08	-0.17	-0.18**	-0.25***	0.17	2.00	1.96	1.71
GOOD/BAD	2.12	2.07	1.94	-0.01	0.01	0.	0.06	0.04	0.01	2.17	2.12	1.95
FAMILIAR/STRANGE	1.45	1.53	0.66	0.13	-0.07	0.21	-0.14	-0.27*	-0.21	1.45	1.19	0.66
CHEERFUL/SOLEMN	2.17	2.23	1.65	-0.04	-0.31**	0.06	-0.09	0.12	-0.21	2.04	2.04	1.51
LOUD/QUIET	-0.23	-0.29	-0.18	-0.00	-0.06	-0.03	-0.06	-0.02	-0.01	-0.30	-0.36	-0.23
RESPONSIVE/RESERVED	0.64	0.63	0.16	0.35**	0.27	0.33	-0.18	-0.24	0.50*	0.82	0.66	0.99
FORCEFUL/RETIRING	0.69	0.90	0.71	0.21*	0.04	0.22	0.03	-0.07	-0.11	0.94	0.87	0.82
ACTIVE/PASSIVE	1.76	1.91	1.44	0.13	-0.16	0.18	-0.19*	-0.19*	-0.08	1.71	1.56	1.54
SMOOTH/BOUNCY	-0.12	-0.26	-0.11	-0.18	-0.	-0.22	0.04	0.01	0.21	-0.26	-0.26	-0.13
STABLE/IMPULSIVE	0.79	0.75	0.32	0.07	-0.14	0.	-0.18	-0.14	0.20	0.68	0.47	0.52
CLEAR/VAGUE	1.59	1.83	1.36	0.27**	-0.21*	0.	-0.15	0.01	0.13	1.71	1.63	1.48
SURE/SHIFTING	1.39	1.54	1.11	0.21*	0.15	0.11	-0.12	-0.26*	-0.01	1.49	1.43	1.22
STRONG/WEAK	1.47	1.52	1.42	0.18*	0.12	0.16	-0.10	-0.04	-0.18	1.55	1.61	1.40
BRIGHT/DULL	2.04	2.01	1.95	0.	0.	0.04	-0.10*	-0.09	-0.04	1.94	1.91	1.95
DEEP/SHALLOW	1.78	1.74	1.79	0.10	0.15	0.27**	-0.12*	-0.17*	-0.07	1.76	1.72	2.00
SHARP/BLURRY	1.62	1.80	1.49	0.18*	0.01	-0.01	-0.11	-0.11	0.33*	1.69	1.70	1.80
FULL/EMPTY	1.92	1.89	1.81	0.07	0.07	0.23	-0.04	-0.11	-0.05	1.95	1.86	2.00
SOFT/HARD	1.81	1.62	1.15	-0.20*	-0.26*	-0.06	-0.14	-0.22	0.14	1.47	1.14	1.23
WARM/COOL	2.04	2.09	1.52	0.09	-0.20*	0.10	-0.09	-0.16*	-0.15	2.04	1.73	1.48
LOOSE/TIGHT	0.18	0.16	-0.33	-0.06	-0.07	-0.17	-0.02	-0.15	0.25	0.09	-0.05	-0.25
FEMININE/MASCULINE	2.54	2.49	2.41	-0.03	-0.11	-0.08	-0.02	-0.04	-0.05	2.49	2.34	2.29
FANCY/PLAIN	-0.27	-0.32	-0.51	0.33**	0.33**	0.34**	0.00	-0.07	0.07	0.06	-0.05	-0.10
ELEGANT/ORDINARY	-0.40	-0.76	-0.27	0.44***	0.64***	0.29*	0.09	0.19	0.08	0.13	0.07	0.10
NEAT/SLOPPY	2.11	2.14	1.79	0.01	-0.07	0.04	-0.14*	-0.08	-0.18	1.98	1.99	1.66
CLEAN/DIRTY	2.70	2.64	2.61	-0.09*	-0.04	-0.11	-0.09*	-0.12*	-0.08	2.52	2.48	2.41
SAMPLE SIZES	254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 20C

MEANS AND TIME CHANGES BETWEEN MEANS
ME AS A TEACHER

	MEANS AT TIME 1			TRAINING			TEACHING			MEANS AT TIME 3		
				TIME 2-TIME 1			TIME 3-TIME 2					
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
KIND/MEAN	2.44	2.35	1.99	-0.01	-0.22*	-0.24	-0.52***	-0.53***	-0.24	1.92	1.59	1.50
HAPPY/SAD	2.45	2.38	2.04	-0.04	-0.06	-0.09	-0.27***	-0.41***	-0.37**	2.14	1.92	1.57
GOOD/BAD	2.43	2.43	2.26	-0.02	-0.13*	-0.17	-0.18***	-0.20***	-0.11	2.23	2.10	1.99
FAMILIAR/STRANGE	2.05	1.97	1.38	0.01	-0.23*	-0.23	-0.21**	-0.12	-0.20	1.85	1.63	0.95
CHEERFUL/SOLEMN	2.50	2.56	2.16	-0.05	-0.17*	-0.18	-0.18***	-0.37***	-0.32*	2.27	2.02	1.67
LOUD/QUIET	-0.05	-0.10	0.22	0.06	0.20	-0.15	0.39***	0.17	0.41**	0.40	0.26	0.48
RESPONSIVE/RESERVED	1.57	1.43	1.70	0.26**	0.18	-0.12	-0.15	-0.31*	-0.16	1.68	1.30	1.42
FORCEFUL/RETIRING	1.47	1.55	1.67	0.06	0.05	-0.14	0.13	0.02	-0.11	1.66	1.61	1.42
ACTIVE/PASSIVE	2.16	2.35	2.20	0.05	-0.18*	-0.21*	-0.10	-0.18	-0.10	2.11	1.99	1.88
SMOOTH/BOUNCY	0.	-0.01	0.19	-0.23	-0.21	-0.42*	-0.14	-0.08	0.15	-0.37	-0.30	-0.08
STABLE/IMPULSIVE	1.32	1.26	1.16	0.03	-0.21	-0.42*	-0.28**	0.09	-0.21	1.06	1.14	0.53
CLEAR/VAGUE	2.23	2.38	2.27	-0.04	-0.30***	-0.52***	-0.33***	-0.20*	-0.24*	1.86	1.89	1.50
SURE/SHIFTING	1.95	2.12	1.94	0.01	-0.23*	-0.38**	-0.20**	-0.24*	-0.19	1.76	1.65	1.37
STRONG/WEAK	1.93	1.93	1.87	-0.04	-0.14	-0.13	-0.07	0.06	-0.19	1.81	1.85	1.56
BRIGHT/DULL	2.27	2.18	2.15	0.00	0.02	-0.06	-0.14**	-0.20**	-0.20	2.13	1.99	1.89
DEEP/SHALLOW	1.96	1.93	2.02	-0.01	-0.04	-0.02	-0.10	-0.06	-0.01	1.85	1.83	1.99
SHARP/BLURRY	1.90	2.12	2.07	0.03	-0.17*	-0.35**	-0.10	-0.20*	0.05	1.83	1.75	1.77
FULL/EMPTY	2.21	2.17	2.19	-0.02	-0.01	-0.17	-0.15*	-0.17*	-0.22	2.04	1.99	1.81
SOFT/HARD	1.12	0.66	0.14	0.10	-0.02	0.30	-0.22*	-0.43**	-0.08	1.01	0.21	0.36
WARM/COOL	2.35	2.26	1.78	0.	-0.21*	-0.37**	-0.11	-0.19	-0.09	2.24	1.85	1.31
LOOSE/TIGHT	0.33	-0.09	-0.29	0.03	0.03	-0.19	-0.21	-0.17	0.09	0.15	-0.23	-0.38
FEMININE/MASCULINE	2.64	2.55	2.49	-0.08*	-0.04	-0.07	-0.04	-0.14**	-0.16*	2.53	2.37	2.26
FANCY/PLAIN	-0.32	-0.37	-0.36	0.23*	0.28*	0.30*	0.14	-0.10	-0.21	0.05	-0.18	-0.27
ELEGANT/ORDINARY	-0.13	-0.20	0.02	0.35**	0.25	0.14	-0.02	-0.07	-0.10	0.20	-0.01	0.06
NEAT/SLOPPY	2.55	2.59	2.42	-0.08	-0.12*	-0.07	-0.30***	-0.31***	-0.32***	2.16	2.15	2.03
CLEAN/DIRTY	2.70	2.70	2.67	-0.08*	-0.10*	-0.17**	-0.15***	-0.17***	-0.15*	2.47	2.43	2.35
SAMPLE SIZES	254	166	88									

MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER

	MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
INSPIRES US/DOESNT IN	2.31	2.42	2.14	0.05	-0.16*	-0.23	-0.22***	-0.40***	-0.29*	2.13	1.85	1.62
TEACHES US A LOT/DOES	2.18	2.21	2.32	0.01	-0.04	-0.23**	-0.16*	-0.32**	-0.32***	2.03	1.85	1.77
MAKES US WANT TO LEAR	2.53	2.51	2.45	-0.04	-0.16*	-0.18*	-0.36***	-0.39***	-0.49***	2.14	1.96	1.78
KNOWS WHICH STUDENTS	2.29	2.32	2.05	0.19**	0.01	0.02	-0.05	0.03	-0.09	2.43	2.36	1.98
ALWAYS KNOWS WHAT MIX	1.58	1.51	1.51	0.19*	0.07	-0.29	-0.01	-0.09	0.01	1.76	1.50	1.23
KNOWS IF WE ARE TRYIN	2.47	2.54	2.33	0.07	-0.08	-0.18	-0.15**	-0.10	-0.03	2.38	2.36	2.11
KNOWS WHAT WORRIES US	1.86	1.84	1.75	0.06	0.11	-0.03	-0.13	-0.34**	-0.34**	1.78	1.61	1.37
STICKS UP FOR US WITH	1.75	1.71	1.52	0.16	-0.05	0.01	-0.21**	-0.11	-0.15	1.70	1.55	1.38
ALWAYS THINKS WE DO W	1.90	1.90	1.72	0.03	0.01	-0.06	-0.15*	-0.39***	-0.46**	1.78	1.52	1.21
HELPS US TOO MUCH/NEV	1.09	1.06	0.97	-0.05	0.04	-0.05	-0.20*	-0.35***	-0.06	0.84	0.75	0.86
ACTS YOUNG/ACTS OLD	1.48	1.40	1.31	0.02	0.19	0.13	0.26**	0.17	0.29*	1.75	1.76	1.72
MAKES SCHOOL FUN/MAKE	2.41	2.31	2.23	-0.02	-0.15	-0.39***	-0.33***	-0.47***	-0.28*	2.06	1.69	1.56
ALWAYS LOOKING FOR TR	-0.98	-0.99	-0.87	0.04	0.19	-0.15	0.25*	0.51***	0.45*	-0.69	-0.29	-0.57
DISLIKES US/LIKES US	-2.75	-2.79	-2.61	-0.10*	0.01	0.05	0.12**	0.21***	0.28*	-2.73	-2.57	-2.29
OFTEN MAKES STUDENTS	-2.10	-2.16	-2.03	-0.01	0.26*	0.22	0.91***	0.93***	0.79***	-1.20	-0.97	-1.02
MAKES US KEEP QUIET/L	0.52	1.19	1.34	0.09	-0.39**	-0.60**	0.24	0.26	0.18	0.65	1.05	0.93
HAS TOO MANY RULES/HA	0.29	0.48	0.20	-0.12	-0.12	-0.28	0.25**	0.28**	-0.06	0.42	0.63	-0.14
MAKES THE WORK TOO HA	0.83	0.99	1.36	-0.09	-0.09	-0.31*	0.08	0.05	-0.07	0.83	0.95	0.99
SAMPLE SIZES	254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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TABLE 21C

CONCEPT DIFFERENCES AT EACH TIME OF TESTING
ME AS A TEACHER - MYSELF

	DIFFERENCES AT TIME 1			DIFFERENCES AT TIME 2			DIFFERENCES AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
KIND/MEAN	0.24***	0.15*	0.08	0.13*	-0.06	-0.21	-0.22**	-0.37***	-0.30*
HAPPY/SAD	0.36***	0.24**	0.34**	0.21***	0.12*	0.43**	0.10	-0.04	-0.11
GOOD/BAD	0.28***	0.38***	0.28**	0.28***	0.22***	0.12	0.05	-0.01	0.10
FAMILIAR/STRANGE	0.58***	0.43***	0.73***	0.48***	0.25**	0.31	0.40***	0.42***	0.32
CHEERFUL/SOLEMN	0.33***	0.33***	0.53***	0.32***	0.47***	0.29	0.22***	-0.04	0.18
LOUD/QUIET	0.21*	0.20	0.35*	0.26**	0.43***	0.25	0.68***	0.67***	0.67***
RESPONSIVE/RESERVED	0.91***	0.81***	1.51***	0.80***	0.67***	1.08***	0.82***	0.68***	0.44*
FORCEFUL/RETIRING	0.76***	0.65***	0.92***	0.61***	0.68***	0.58***	0.71***	0.77***	0.59***
ACTIVE/PASSIVE	0.40***	0.43***	0.78***	0.31***	0.42***	0.39**	0.39***	0.42***	0.34*
SMOOTH/BOUNCY	0.08	0.22	0.38*	0.09	-0.01	0.14	-0.11	-0.07	0.12
STABLE/IMPULSIVE	0.49***	0.47***	0.87***	0.45***	0.42***	0.44	0.37***	0.61***	0.
CLEAR/VAGUE	0.62***	0.51***	0.91***	0.31***	0.46***	0.40**	0.12	0.27***	0.01
SURE/SHIFTING	0.55***	0.57***	0.83***	0.32***	0.19*	0.35	0.25**	0.21*	0.14
STRONG/WEAK	0.43***	0.38***	0.43**	0.22**	0.13	0.15	0.25***	0.25***	0.18
BRIGHT/DULL	0.22***	0.18**	0.19*	0.21***	0.18***	0.10	0.18***	0.08	-0.06
DEEP/SHALLOW	0.19**	0.20**	0.20	0.06	0.01	-0.06	0.09	0.11	-0.01
SHARP/BLURRY	0.28***	0.31***	0.59***	0.11	0.16**	0.27	0.11	0.06	-0.02
FULL/EMPTY	0.29***	0.28***	0.37**	0.18*	0.20***	-0.02	0.07	0.13	-0.18
SOFT/HARD	-0.69***	-0.96***	-0.99***	-0.37***	-0.73***	-0.64**	-0.45***	-0.98***	-0.85***
WARM/COOL	0.30***	0.17*	0.27*	0.21***	0.15	-0.20	0.18**	0.11	-0.15
LOOSE/TIGHT	0.17	-0.25	0.05	0.24*	-0.15	0.	0.06	-0.18	-0.15
FEMININE/MASCULINE	0.10**	0.08	0.05	0.06	0.12**	0.06	0.04	0.04	-0.02
FANCY/PLAIN	-0.05	-0.09	0.16	-0.15	-0.13	0.10	-0.00	-0.16	-0.20
ELEGANT/ORDINARY	0.28**	0.53***	0.30	0.19*	0.11	0.13	0.07	-0.08	-0.03
NEAT/SLOPPY	0.42***	0.42***	0.59***	0.35***	0.37***	0.52***	0.16*	0.15*	0.40**
CLEAN/DIRTY	-0.	0.06	0.06	0.00	-0.01	0.01	-0.05	-0.04	-0.05
SAMPLE SIZES	254	166	88						

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

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APPENDIX D

COMPARISONS AMONG IMAGES
ON THE
SEVEN DIMENSIONS OF MEANING

TABLE 23

COMPARISONS AMONG IMAGES

PERCEPTIVE

Images	Prospective Teachers Low	Prospective Teachers Mid	Prospective Teachers High	Non-Teaching Women
Myself	1.82	1.84	1.74	1.64
Me as a Teacher	2.04	2.08	2.08	1.88
Mother	1.96	1.80	1.69	1.82
Father	2.07	1.88	1.74	1.81
Best-Liked Teacher	2.54	2.54	2.61	2.50
Mother - Myself	0.13*	-0.04	-0.04	0.18*
Father - Myself	0.29***	0.03	0.01	0.17
Teacher - Mother	0.58***	0.74***	0.92***	0.68***
Teacher - Father	0.47***	0.66***	0.87***	0.69***
Teacher - Myself	0.72***	0.70***	0.87***	0.86***
Teacher - Me as a Teacher	0.49***	0.46***	0.52***	0.62***
Sample Sizes	254	166	88	153

Values of T-Ratios * is 1.96 to 2.58 ** is 2.58 to 3.29 *** is 3.29 and over

TABLE 24

COMPARISONS AMONG IMAGES

INDIVIDUALISTIC

Images	Prospective Teachers			Non-Teaching
	Low	Mid	High	Women
Myself	-0.34	-0.54	-0.39	-0.68
Me as a Teacher	-0.22	-0.28	-0.17	-0.68
Mother	-0.02	-0.31	-0.22	-0.42
Father	-0.56	-0.74	-0.84	-0.81
Best-Liked Teacher	-0.15	-0.17	-0.10	-0.39
Mother - Myself	0.30**	0.19	0.17	0.26*
Father - Myself	-0.21*	-0.18	-0.40*	-0.13
Teacher - Mother	-0.13	0.14	0.12	0.03
Teacher - Father	0.41***	0.57***	0.74***	0.42**
Teacher - Myself	0.19	0.37**	0.29	0.29*
Teacher - Me as a Teacher	0.07	0.13	0.09	0.29*
Sample Sizes	254	166	88	153

Values of T-Ratios * is 1.96 to 2.58 ** is 2.58 to 3.29 *** is 3.29 and over

TABLE 25

COMPARISONS AMONG IMAGES

HAPPY

Images	Prospective Teachers Low	Prospective Teachers Mid	Prospective Teachers High	Non-Teaching Women
Myself	1.97	1.98	1.55	1.59
Me as a Teacher	2.34	2.28	1.94	1.81
Mother	2.26	2.24	2.01	2.13
Father	2.14	2.01	1.47	1.76
Best-Liked Teacher	2.18	2.24	1.92	2.16
Mother - Myself	0.27***	0.28***	0.40***	0.54***
Father - Myself	0.15*	0.04	-0.08	0.17
Teacher - Mother	-0.08	0.00	-0.09	0.03
Teacher - Father	0.04	0.23**	0.45**	0.40***
Teacher - Myself	0.21***	0.26***	0.37***	0.57***
Teacher - Me as a Teacher	-0.16***	-0.07	-0.05	0.35***
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 26

COMPARISONS AMONG IMAGES

RELAXED

Images	Prospective Teachers			Non-Teaching
	Low	Mid	High	Women
Myself	1.34	1.30	0.79	1.32
Me as a Teacher	1.27	0.94	0.55	0.71
Mother	1.37	1.34	1.24	1.49
Father	0.94	0.74	0.26	0.57
Best-Liked Teacher	0.81	0.63	0.39	0.78
Mother - Myself	0.04	0.05	0.42**	0.17
Father - Myself	-0.40***	-0.56***	-0.50**	-0.75***
Teacher - Mother	-0.56***	-0.70***	-0.85***	-0.71***
Teacher - Father	-0.13	-0.11	0.13	0.21
Teacher - Myself	-0.53***	-0.67***	-0.40**	-0.54***
Teacher - Me as a Teacher	-0.45***	-0.33***	-0.17	0.07
Sample Sizes	254	166	88	153

Values of T-Ratios * is 1.96 to 2.58 ** is 2.58 to 3.29 *** is 3.29 and over

TABLE 27

COMPARISONS AMONG IMAGES

OBEDIENT

Images	Prospective Teachers Low	Prospective Teachers Mid	Prospective Teachers High	Non-Teaching Women
Myself	2.41	2.39	2.21	2.03
Me as a Teacher	2.63	2.64	2.55	2.46
Mother	2.49	2.48	2.36	2.40
Father	2.25	2.15	1.90	2.15
Best-Liked Teacher	2.45	2.45	2.25	2.43
Mother - Myself	0.08	0.08	0.15	0.37***
Father - Myself	-0.15*	-0.22*	-0.30	0.12
Teacher - Mother	-0.04	-0.03	-0.11	0.03
Teacher - Father	0.20**	0.30**	0.35**	0.28**
Teacher - Myself	0.04	0.06	0.04	0.40***
Teacher - Me as a Teacher	-0.17**	-0.19**	-0.32**	-0.03
Sample Sizes	254	166	88	153

Values of T-Ratios * is 1.96 to 2.58 ** is 2.58 to 3.29 *** is 3.29 and over

TABLE 28

COMPARISONS AMONG IMAGES

CONFIDENT

Images	Prospective Teachers Low	Prospective Teachers Mid	Prospective Teachers High	Non-Teaching Women
Myself	1.48	1.62	1.30	1.07
Me as a Teacher	2.03	2.14	2.03	1.78
Mother	1.71	1.62	1.29	1.55
Father	2.11	1.96	1.65	1.81
Best-Liked Teacher	2.50	2.50	2.30	2.35
Mother - Myself	0.23**	-0.02	0.02	0.48***
Father - Myself	0.61***	0.33**	0.34	0.73***
Teacher - Mother	0.79***	0.88***	1.01***	0.80***
Teacher - Father	0.39***	0.54***	0.65***	0.54***
Teacher - Myself	1.02***	0.88***	1.00***	1.28***
Teacher - Me as a Teacher	0.46***	0.35***	0.28**	0.58***
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 29

COMPARISONS AMONG IMAGES

ACTIVE

Images	Prospective Teachers Low	Prospective Teachers Mid	Prospective Teachers High	Non-Teaching Women
Myself	0.72	0.77	0.57	0.65
Me as a Teacher	1.29	1.31	1.44	1.12
Mother	0.89	0.84	0.80	0.70
Father	0.90	0.63	0.53	0.77
Best-Liked Teacher	1.50	1.53	1.59	1.37
Mother - Myself	0.21*	0.02	0.27	0.05
Father - Myself	0.20	-0.14	-0.06	0.12
Teacher - Mother	0.61***	0.69***	0.79***	0.67***
Teacher - Father	0.60***	0.90***	1.06***	0.60***
Teacher - Myself	0.78***	0.76***	1.02***	0.72***
Teacher - Me as a Teacher	0.20**	0.20*	0.15	0.25*
Sample Sizes	254	166	88	153

Values of T-Ratios * is 1.96 to 2.58 ** is 2.58 to 3.29 *** is 3.29 and over

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